DOCUMENT RESUME

ED 302 624 AA 001 185

Resources in Education (RIE). Volume 24, Number 6.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 302 640 CE 051 600

Chase, Shirley A.; And Others
A Study of the Vocational Assessment Process as Applied to Vocational Education. Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Jun 87
NOTE- 78p.; Smudged print in appendix A may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Disadvantaged Youth; *Educational Needs; Education Work Relationship; Individualized Education Programs; *Inservice Teacher Education; Postsecondary Education; Secondary Education; Statewide Planning; Student Evaluation; Vocational Education; *Vocational Evaluation
IDENTIFIERS- *Ohio

An evaluation was made of the vocational assessment processes for special populations (disadvantaged and handicapped) in the secondary schools in Ohio. A survey instrument was developed and mailed to the 77 vocational evaluators in Ohio, with a 65 percent return. In addition, each of the 125 vocational special needs coordinators in Ohio was asked to submit five randomly selected vocational assessment reports and their corresponding individualized Education Programs (IEPs). The information gathered from these two groups, after evaluation by a focus group, was used to determine training needs for vocational evaluators. The following are some of the recommendations made as a result of the project: (1) provide inservice training to evaluators on assessment practices; (2) provide a systematic approach for informing evaluators about minimum competencies and specific abilities needed for vocational programs; (3) provide inservice training to promote increased use of various types of evaluation methods; (4) provide inservice support for improved reporting; (5) provide inservice to help special educators use assessment report information in writing IEPs; (6) develop a systematic approach to informing students about vocational education opportunities and requirements; and (7) offer inservice support to all school personnel in the area of transition from school to work. Appendixes include the survey instrument, the Assessment Report/IEP Analysis Coding Form, a list of definitions, and a list of consultant panel members. (KC)

DOCUMENT RESUME

ED 302 654 CE 051 627

Miller, Sandra W.; Williams, Jamie C.
Entrepreneurship Education Instructor's Manual. Competency-Based Education.
Kentucky Univ., Lexington. Coll. of Education.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 87
NOTE- 318p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; Bookkeeping; *Business Education; *Competency Based Education; Credit (Finance); Economic Opportunities; *Entrepreneurship; *Financial Support; High Schools; Laws; Learning Activities; Lesson Plans; *Marketing; Office Occupations Education; Risk; *Small Businesses

This guide is intended for use in teaching a course in entrepreneurship that is geared toward high school seniors. Specifically, the materials included in the guide have been designed to be incorporated into business and office education and marketing education courses. The guide consists of a list of the tasks necessary for a person to be successful in an entrepreneurial endeavor, a suggested course format (including suggested instructional times to be allotted for each), 50 instructor's guide sheets, and a resource list. Each instructor's guide sheet includes objectives, suggested teaching strategies, a list of recommended resources, evaluation techniques, suggested student organization activities, and an instructor's final checklist to use in teaching about each task. The following topics are among those covered on the task sheets: determining risks that must be assumed by entrepreneurs; conducting market research; identifying potential clientele; implementing advertising strategies; identifying types of small business ownership; developing a business plan for a small business; developing a home-based business; and determining sources of credit and financial support; maintaining financial records; and identifying laws and regulations affecting small business. (MN)

DOCUMENT RESUME

ED 302 668 CE 051 666

Agricultural Production: Task Analyses. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 88

NOTE- 253p.; For related documents, see ED 301 671 and CE 051 665.

AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($22.95).

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; Agricultural Engineering; *Agricultural Production; Agronomy; *Behavioral Objectives; Community Colleges; Competency Based Education; *Course Content; Criterion Referenced Tests; Job Skills; Leadership; Learning Activities; Livestock; Natural Resources; Postsecondary Education; *Task Analysis

This task analysis guide is intended to help teachers and administrators develop instructional materials and implement competency-based education in the agricultural production program. Section 1 contains a validated task inventory for agricultural production. Tasks are divided into 10 duty areas: orienting the student to agricultural production, developing leadership skills, using mechanics in agriculture, using plant science in agricultural production, managing natural resources, maintaining the home lawn, managing family resources, operating the farm as an agricultural business, producing poultry, and managing an apiary. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids are provided. Tasks are arranged by worker duty area only, and the suggested task sequence list from Section 2 should be used to establish teaching order of the tasks. Section 2 provides descriptions of the agricultural production courses and suggests task sequence listings and course outlines. The instructional topics within the course content outlines have been cross-referenced with corresponding task/competency codes from

the task inventory in Section 1. A bibliography is followed by a listing of additional information and resources. (YLB)

DOCUMENT RESUME

ED 302 682 CE 051 686

Pierce, William F.
A Redefined Federal Role in Adult Literacy: Integrated Policies, Programs, and Procedures. Background Paper Prepared for Project on Adult Literacy.
Southport Inst. for Policy Analysis, Inc., CT.
PUB DATE- Dec 88
NOTE- 84p.; For related documents, see CE 051 679-685.
AVAILABLE FROM- The Project on Adult Literacy, Suite 415, 440 First Street, N.W., Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Educational Change; Educational Policy; *Federal Government; *Government Role; *Literacy Education; Policy Formation; Program Administration; Program Development; *Program Improvement; Public Policy

The Federal Government has been funding state- and locally operated adult literacy programs for nearly 25 years. Unfortunately, despite the best intentions and efforts, the federal initiative in adult literacy has been minimal, inefficient, and ineffective. There has been no consistent federal policy guiding the growth of programs since 1965. Neither has there been any mechanism for coordination among literacy efforts. There are three options for revising the existing organization structure for literacy programs within the Department of Education. The first is to consolidate existing programs into an existing federal agency, the second is to create an independent agency on adult literacy, and the third is to strengthen the existing structure. The Federal Government must formulate short- and long-term objectives to address the many problems facing adult literacy programming. The following are among the main problems facing adult literacy: unnecessary fragmentation of federal programs, programs with inconsistent and contradictory purposes, no systematic research agenda, no accountability at any level, no structured data collection and reporting system, no effective dissemination system, no coordination or cooperation among and between programs, and seriously inadequate funding. (MN)

DOCUMENT RESUME

ED 302 697 CE 051 723

Corrections Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87
NOTE- 173p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Competency Based Education; *Correctional Rehabilitation; Job Skills; Postsecondary Education; *Prisoners; *Statewide Planning; *Supervision
IDENTIFIERS- *California; *Correctional Officers

This set of knowledge/skill maps are intended to assist individuals responsible for developing training courses for corrections officers. Maps are provided for the following task areas: booking, receiving, and releasing; escorting and transporting; recordkeeping and report writing; supervising noninmate movement and visitors; searching and securing; supervising inmates; communicating; performing physically demanding tasks; and miscellaneous tasks. Each knowledge/skill map consists of cross-referenced lists of values, prerequisites, aids and resources, rules and concepts, and procedural steps. (YLB)

DOCUMENT RESUME

ED 302 713 CE 051 752

Pucel, David J.
Technological Literacy: A Goal and Role for Secondary Industrial Education.
PUB DATE- Dec 88
NOTE- 21p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Curriculum Development; Educational History; *Fused Curriculum; Secondary Education; *Teaching Methods; *Technological Literacy; *Trade and Industrial Education

Technological literacy may be defined as a knowledge of and competence in a technical method of achieving a practical purpose. This definition thus contains two components: technical (scientific) methods and practical purposes. Historically, industrial education has concentrated on the second component. The practical uses of technology should continue to be the central focus for curriculum development in industrial education; however, more effort should be placed on helping students develop a larger understanding of our technological society. One way for industrial teachers to accomplish this is to use the technological literacy approach (as opposed to the traditionally used project and occupational skills approaches) when designing their industrial education program. The technological literacy approach contains the following eight steps: determining the industrial occupations or occupational sector the course is to cover; developing or selecting a conceptualization of the key dimensions of the industrial area; identifying applicable technologies and available equipment; selecting sample projects to give students hands-on experiences; identifying other means of acquainting students with alternative technologies and applications; beginning the course with a presentation of the conceptualization of the industrial area; and relating all projects and other learning resources and activities to the conceptualization and key dimensions. (MN)

DOCUMENT RESUME

ED 302 727 CE 051 802

Watts, A. G.; Knasel, E. G.
Adult Unemployment and the Curriculum: A Manual for Practitioners. FEU/REPLAN Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-03-6
PUB DATE- Nov 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Case Studies; *Curriculum Development; Employment Potential; *Employment Programs; Foreign Countries; Job Skills; *Job Training; Program Development; *Program Implementation; *Unemployment
IDENTIFIERS- Great Britain

This manual is intended to provide practical help to those local educational agencies, colleges, and institutes in Great Britain interested in developing educational programs for the unemployed. Section I is an introduction. Section II describes the conceptual framework, which includes five general areas: employability, coping, context, leisure, and opportunity creation. Each of these areas is expanded in terms of curricular aims, content, delivery, and resource. This section also discusses the conceptual, ethical, and political issues that are raised by the different options. Section III focuses on the management and implementation of curriculum development and looks not only at underlying principles and policies but also at a variety of practical issues related to the design, implementation, and evaluation of programs for the unemployed. It closes with a curriculum planning checklist intended to help those charged with planning such programs. Section IV provides general outlines of the five case studies of "good or interesting practice" that are discussed in detail at relevant points throughout the text. Appendixes include references to resources, including the provision that is possible through Manpower Services Commission funding. (YLB)

DOCUMENT RESUME

ED 302 741 CG 021 329

Mental Health, United States, 1987.
National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS(ADM)87-1518
PUB DATE- 87
NOTE- 295p.; Third edition.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - General (020)
DESCRIPTORS- *Delivery Systems; *Health Services; *Mental Disorders; *Mental Health; National Surveys

This document presents timely statistical information on the nation's organized mental health service delivery system. Included are: (1) "Chronic Mental Disorder in the United States" (Howard H. Goldman and Ronald W. Manderscheid); (2) "Specialty Mental Health System Characteristics" (Michael J. Witkin, Joanne E. Atay, Adele S. Fell, and Ronald W. Manderscheid); (3) "Use of Inpatient Psychiatric Services by Special Populations" (Marilyn J. Rosenstein, Laura J. Milazzo-Sayre, Robin L. MacAskill, and Ronald W. Manderscheid); (4) "State Mental Health Services: Selected Characteristics of Delivery Systems" (Michael J. Witkin, Joanne E. Atay, Adele S. Fell, and Ronald W. Manderscheid); (5) "State and Federal Expenditures for Mental Health Services, United States, 1983" (Noel A. Mazade, Theodore Lutterman, Cecil R. Wurster, and Robert W. Glover); (6) "State Mental Health Agency Revenues and Expenditures for Mental Health Services: Trends from 1981 to 1985" (Theodore Lutterman, Noel A. Mazade, Cecil R. Wurster, and Robert W. Glover); and (7) "Medicaid and Ambulatory Mental Health Care: Utilization and Costs" (Agnes Rupp, Carl A. Taube, Dorothea Bodison, and Sally A. Barrett). Appendices provide information on sources and qualifications of data for chapters 1, 2, and 3; a glossary of terms; and a list of contacts for further information. Twenty-four figures and 96 tables are included. (NB)

DOCUMENT RESUME

ED 302 756 CG 021 344

Comerford, Ralph; Silverman, Wade H.
Quality Assurance: Administrator's Panacea or Pandemonium.
PUB DATE- Aug 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Administration; Administrators; *Health Services; *Mental Health Programs; *Program Evaluation
IDENTIFIERS- *Quality Assurance

Where mental health administrators used to rely on subjective judgments of senior clinicians to evaluate the effectiveness of mental health services, they now rely more on a quality assurance (QA) plan. The primary motive for undertaking a QA program should be better service. QA may start out being very expensive in terms of personnel and programming, but it will eventually result in savings for the facility. Efforts must be made to gain the commitment of staff, management, and board members because QA may uncover problems which are personally threatening but which must be resolved. The understanding that problems discovered will not be reasons for firing of staff is especially important. Quality assurance starts with writing a professional services plan and answering basic questions about the organization. As the last part of the professional services plan, QA ties the disparate operations together by monitoring, identifying problems, and offering solutions. The QA plan itself can be formulated by comparing the elements of the Joint Commission on Accreditation of Healthcare Organizations model plan to the same elements at the reviewed facility. Six basic QA activities guide an evaluation of the facility's functioning: clinical privileging, utilization review, individual case review, program evaluation, staff development, and patient care audit. (ABL)

DOCUMENT RESUME

ED 302 771 CG 021 361

Adolescent Reproductive Behaviour: An Annotated Bibliography.
United Nations, New York, NY. Population Div.
REPORT NO.- IESA/P/WP/100
PUB DATE- 88
NOTE- 291p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abortions; *Adolescents; Annotated Bibliographies; *Birth Rate; *Contraception; *Early Parenthood; Medical Services; *Pregnancy; Sexuality
IDENTIFIERS- Prenatal Care

A general overview of the literature on adolescent fertility and closely related issues is provided in this annotated bibliography. Material on the following topics is included: (1) programs related to adolescent pregnancy, contraception, abortion, and births; (2) studies relating socioeconomic characteristics of pregnant adolescents to their reproductive behavior; (3) health aspects of adolescent childbearing and medical risks; (4) legitimacy of births; and (5) prenatal care and services for adolescents. Most of the materials were published in the last 15 years. After an initial section dealing with global aspects of adolescent reproductive behavior, entries are organized alphabetically by country under regional headings. References were obtained from the following sources: (1) POPLINE database available through the MEDLARS system of the United States National Library of Medicine; (2) DOCPAL database, maintained by the Latin American Demographic Centre in Santiago, Chile; (3) the 1985 Population Report from the Population Information Program at the Johns Hopkins University; (4) the International Planned Parenthood Federation Bibliography; (5) the National Council on Family Planning Bibliography; (6) the Carolina Population Center Bibliography, University of North Carolina at Chapel Hill; and (6) correspondence with governments and organizations worldwide. (ABL)

DOCUMENT RESUME

ED 302 786 CG 021 377

Braver, Sanford L.; And Others
Non-Custodial Parent's Report of Child Support Payments.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 14 Aug 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
GRANT- 1R01HD/MR1938301A1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Custody; *Divorce; *Financial Support; Parent Child Relationship; *Parent Role; *Self Evaluation (Individuals)
IDENTIFIERS- *Child Support; *Noncustodial Parents

Past research on child support payments has suggested that a large problem exists with post-divorce payments of child support. Much of this research, however, suffers from the methodological flaws of mixing together people who were divorced with people who were never married and of questioning only the custodial parents. This study surveyed a sample of 378 divorcing families and obtained matched data from both custodial and noncustodial parents. Respondents were interviewed immediately after their divorce and again one year later. In addition, decrees of divorce were examined and payment records were analyzed through the clerk of the court. The results revealed that only 80% of the decrees contained the provision that child support be paid through the clerk. Regardless of what the decree ordered, most parents paid directly to the custodial parent. This finding suggests that to rely on clerk records exclusively yields a highly misleading underestimate of child support payments. The payment record reported by custodial parents was very similar to Census data; divorced mothers reported receiving nearly 75% of what they were owed. According to noncustodial fathers, however, only 4% reported paying nothing, and fathers reported paying better than 90% of what was owed. (NB)

DOCUMENT RESUME

ED 302 801 CG 021 392

O'Byrne, Bill
The Application of the Knowledge Base and Skills of Employment Counselling and Canada's First Employment Counselling Program--Year Two.
PUB DATE- Jan 88
NOTE- 8p.; Paper presented at the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Counselor Training; *Employment Counselors; Employment Services; Evaluation Methods; Foreign Countries; Information Processing; Interpersonal Competence; *Skill Development
IDENTIFIERS- Canada

Commonly those who entered the field of employment counseling indicated interest in "helping people" and human psychology. Once counselors began working in the field, most of their specialized learning about the field occurred on the job. During this training period the staff employment counselor carried a regular case load but would become more client-effective after more time with the agency. The demand for better trained entrant practitioners has led to a further impetus behind the formalizing of a program of education in this field of employment counseling. Five building blocks of employment counseling include the following: (1) communication skills--the ability to present appropriate written and oral information; (2) interpersonal skills--the ability to establish and develop mutually trusting and respectful relationships; (3) influencing skills--building on the interpersonal skills, the ability to have an effect on clients' behaviors through direct intervention; (4) information management skills--the efficient, accurate organization of data; and (5) analytic skills--the skill to understand clients' employment/career lifestyle and personality from a cognitive perspective. (The specific course requirements for the program in employment counseling at Sandford Fleming College, Peterborough, Ontario, are included, arranged by fundamental skills with number of program hours. The academic curriculum by semester is outlined in a chart.) (ABL)

DOCUMENT RESUME

ED 302 816 CS 009 464

Hoffman, Stevie; Lilja, Linnea D.
An Analysis of Language Transactions within the Storybook Reading Environment in Selected Out-of-Home Childcare Centers.
Missouri Univ., Columbia. Coll. of Education.
PUB DATE- Sep 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Day Care Centers; Language Acquisition; Oral Language; Preschool Education; *Reading Aloud to Others; Reading Research; *Story Telling; Written Language

A study investigated whether the interrelatedness of parents' storybook reading to children and their developing competence in oral and written language carried over into out-of-home care. Subjects, about 40 children ranging in age from 18 to 36 months in 4 representative daycare centers and their 4 adult teachers, were observed during planned reading events over a 12-week period. Results indicated that storybook readings were not viewed as opportunities for shared language experiences. Storybook readings were a regular part of the curriculum and children were enthusiastic about the activity, but they were neither invited to share their ideas about the story nor encouraged to retell the story. (Six tables and a chart of data are included; 28 references are attached, as well as appendixes including parent questionnaires, report forms, and specific descriptions of the reading environments.) (RS)

DOCUMENT RESUME

ED 302 831 CS 009 482

Farley, Timothy L.; Mikulecky, Larry J.
Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduates.
PUB DATE- 3 Dec 88
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Context Clues; *Cultural Awareness; Cultural Context; Curriculum Development; *Foreign Students; Higher Education; *Intercultural Communication; Knowledge Level; North American Culture; *Reading Comprehension; Reading Instruction; Reading Strategies; Teaching Methods; Undergraduate Students
IDENTIFIERS- *Context Effect; *Cultural Literacy

A study measured the background knowledge of American culture of international students relative to American college students and the extent to which variations in context facilitate their ability to access or supplement this background knowledge. Subjects, three groups of students at Indiana University (27 international students, 28 American freshmen, and 31 American juniors and seniors), were asked to define two lists of identical terms chosen randomly from the appendix of E. D. Hirsch's "Cultural Literacy: What Every American Needs to Know." The first list consisted of the terms with no context provided. The second list consisted of the terms in one of two types of context: the target term was either listed with related words (schema stimulation context) or contained in a sentence (inference stimulation context). Responses were evaluated for amount of background knowledge using an adaptation of J. A. Langer's PReP Model. Results indicated that, while international students have significantly less knowledge of the American culture target terms, they were able to use both types of context as well as the American students to access or supplement their knowledge of these cultural terms. Results also showed no significant differences between the cultural background knowledge of American freshmen and American juniors and seniors. (Six tables

of data are included, and 15 references are attached.) (Author/RAE)

DOCUMENT RESUME

ED 302 846 CS 211 616

Baghban, Marcia
You Can Help Your Young Child with Writing.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-160-X
PUB DATE- 89
NOTE- 17p.
AVAILABLE FROM- Parent Booklets, International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (No. 160, $1.75 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Experience; *Parent Child Relationship; Reading Aloud to Others; Spelling; Story Telling; *Writing Readiness; Young Children
IDENTIFIERS- *Beginning Writing; *Childrens Writing; Error Correction (Language); Writing Models

Part of a series designed to provide practical ideas parents can use to help children become readers, this booklet focuses on how to encourage young children to write. The booklet describes the kinds of writing that children do, offers suggestions on how to encourage children to experiment with spelling, and urges parents not to be overly concerned with the correctness of their young child's writing. The booklet provides specific activities for parents, such as (1) practicing writing; (2) providing the child with easy access to writing materials; (3) celebrating children's authorship; (4) valuing their writing; (5) reading to the child; (6) encouraging a child's storytelling; and (7) encouraging children's teachers to incorporate writing as part of the daily curriculum. A list of 11 recommended books and articles and a list of resources available from the International Reading Association are appended. (RS)

DOCUMENT RESUME

ED 302 862 CS 506 512

Schneider, David E.
Perspective-Taking, Position Power, and Third Party Intervention Style: A Classroom Application.
PUB DATE- 1 Oct 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Michigan Speech Communication Association (Flint, MI, October 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Communication Research; *Conflict; *Conflict Resolution; Higher Education; Interpersonal Communication; *Intervention; *Power Structure; Secondary Education
IDENTIFIERS- *Power

In order to understand how power affects other relationships, to offer an exploratory methodology for operationalizing an intervention typology, and to eventually develop a theoretical model that predicts affective influence on third party intervention modes in given conflict situations, a pilot study hypothesized that the frequency of preferred intervention style will vary from a theoretical distribution for three different positional power situations (one-up, one-down, one-across). Subjects, 19 undergraduates enrolled in a Small Groups Communication Course at Bowling Green State University (Ohio), discussed the meaning of the word "organization" and third party intervention and then were tested to determine how they would react in situations that required them to take some kind of positional power. Findings showed that (1) when respondents were placed into a hypothetical one-down position in conflict, they opted for a more powerful intervention style; (2) when placed into a one-across conflict situation, respondents preferred third parties with limited power for forcing agreement; and (3) weak intervention styles such as conciliation were not highly preferred by respondents. (Two tables of data are included, and 18 references and an appendix containing the test instrument are attached.) (MS)

DOCUMENT RESUME

ED 302 876 EA 020 416

Pavan, Barbara Nelson; McKee, Christine C.
Gender Differences in the Career Paths of Educational Administrators in Pennsylvania.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Career Change; Elementary Secondary Education; *Occupational Mobility; *Principals; *Sex Differences; *Superintendents
IDENTIFIERS- *Pennsylvania

This study explored possible gender differences between the career paths of incumbent educational administrators holding the positions of superintendent, assistant superintendent, secondary principal, and elementary principal. Study data had been obtained from an earlier comprehensive survey of 622 incumbent and aspiring Pennsylvania administrators. That study explored five areas: career pathways, job search strategies, time usage, mentors and their functions, and barriers experienced with strategies to overcome them. The present study, which did not include aspirants, focused on line versus staff career patterns, the use of leaves, the number of moves among districts, degrees obtained, age at beginning administrative positions, and family characteristics. A majority of respondents pursued a line career path, with men (71 percent) more likely than women (52 percent) to have one. For both the superintendency and the elementary principalship, line paths were followed by men (82 percent) and women (54 percent). Both genders used line paths to reach the secondary principalship. For the assistant superintendency, women followed a staff path (73 percent) and men a line path (54 percent). Results for leaves, district moves, length of teaching service, and age and family characteristics are also discussed. Recommendations for practitioners are provided, including the importance of obtaining line positions, developing employment strategies for females,

reviewing hiring and promotion standards and analyzing them for equity, and encouraging support groups. Recommendations for further research are also provided. Included are 14 references and 11 tables. (MLH)

DOCUMENT RESUME

ED 302 891 EA 020 546

Kline, Jane
A Case Study in Teacher-Centered Curriculum Development: The Process in Walpole Public Schools.
PUB DATE- Dec 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basal Reading; Curriculum Design; *Curriculum Development; Educational Change; Elementary Education; Kindergarten; Learning Strategies; Participative Decision Making; Public Schools; *Reading Instruction; *Reading Programs; School Surveys; Teacher Developed Materials; *Teacher Participation; Teaching Methods
IDENTIFIERS- *Walpole Public Schools MA

In this case study illustrating teacher-centered curriculum development, teachers in the Walpole (Massachusetts) public school system were asked to select a reading program for use in grades K-8. Twenty-five teachers served on two teams over a two-year period. They used developmental learning kits at the kindergarten level, basal reading series for grades 1 through 6, and continued with the current reading program in grades 7 and 8. This report describes background material and standard guidelines for the study. Specifics used in reviewing each series are identified as well as premises for reading instruction. The Basal Review Team decided that the best use of basal readers is a two-basal configuration for primary grades and a three-basal configuration for the intermediate grades. Specific text recommendations and rationale for each selection are summarized. The standard operating procedures that enhance the curricular change process are discussed. Appended are (1) the guidelines; (2) the charge; (3) the terminology; (4) the teacher surveys; (5) an evaluation grid; and (6) eight references. (SI)

DOCUMENT RESUME

ED 302 908 EA 020 576

Talbert, Marcia
Dissemination and Training: Moving toward State Impact.
PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Programs; *Educational Assessment; Elementary Secondary Education; *Financial Support; *Outreach Programs; Program Effectiveness; *Program Evaluation; *Program Validation; Summative Evaluation
IDENTIFIERS- *Georgia; Training Centers

This paper discusses how developmental programs in Georgia obtain and maintain their status as "Training Center." The establishment in Houston County, Georgia of a "Training Center," an innovative school outreach program that disseminates an early intervention program for high-risk 6-year olds, exemplifies how outreach services are provided that involve a four-step approach: awareness, training, follow-up and evaluation. The awareness phase informs the center's publics of what is being done. Training informs the administrators, teachers, and paraprofessionals of the center's policies, procedures, and purposes. The follow-up phase of services provides technical assistance in the form of visits by Training Center staff who ensure that adopting systems maintain the integrity of the disseminated program. Evaluation reviews the overall effectiveness of center programs. Centers that employ this approach will facilitate state recognition and funding. (JAM)

DOCUMENT RESUME

ED 302 924 EA 020 606

Cline, H. D.; And Others
The Kentucky Principal: A Self Perception.
PUB DATE- Nov 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Association (17th, Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; *Demography; Elementary Secondary Education; *Job Satisfaction; *Mail Surveys; *Principals
IDENTIFIERS- *Kentucky

Recent research has indicated the principal's significance in effective schools. Despite the principal's crucial role in school success, little valid information exists concerning Kentucky principals and their job perceptions. This paper attempts to provide an authoritative database regarding Kentucky principals. The Kentucky Administrator's Questionnaire (KAQ), based mainly on Claude Frady's research, was first field tested with graduate students at Western Kentucky University and then mailed to all principals (1,715) in the state. Follow-ups to nonrespondents generated a sufficient response rate (51.9 percent) to permit data analysis. The 32-question instrument revealed the following demographic data: age, sex, marital status, race, school size, salary, hours spent on the job, previous memberships, and educational attainment level. Principals also rated current inservice programs and certification standards. Perceptions were also generated regarding principals' different roles and reasons for entering the principalship. Finally, respondents rated the most important traits for principals and reasons for the dropout problem. Data concerning principal turnover were also reported. Results showed the "average" respondent to be white, male, and 46 years old. The majority of respondents had 10 years or less experience as a principal. More than 75 percent were satisfied with their inservice training. Most reported working between 50 and 59 hours per week. Additionally, 61 percent plan to retire within the next 10 years. Most respondents were principals of small schools (600 students). Included are 17 data tables and an appendix containing the KAQ. (MLH)

DOCUMENT RESUME

ED 302 938 EA 020 626

Curwin, Richard L.; Mendler, Allen N.
Discipline with Dignity.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-154-2
PUB DATE- 88
NOTE- 279p.
AVAILABLE FROM- ASCD, 125 N. West Street, Alexandria, VA 22314-2798 (Stock No. 611-88166; $9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; Codes of Ethics; *Discipline; Discipline Policy; *Discipline Problems; Elementary Secondary Education; Obedience; Punishment; Sanctions; Self Control; Student Behavior; Teacher Behavior; *Teacher Response; *Teacher Student Relationship

Theoretically and practically, this book helps teachers develop a repertoire of practical consequences to use when students forget or do not know how to perform the behaviors agreed upon in their social contracts. A range of strategies are suggested for creating additional consequences and encouraging treating students in fair, dignified, and individualized ways. The book respects students' individuality and notes the distinction between consequence and punishment. Thus the process and strategies presented are intended to enhance student self-esteem, to invest social problem-solving and self-regulation as serious components of curriculum and instruction, and to cast teachers as professional educators--mediators of learning--rather than policemen. Titles of the book's 12 chapters are "Discipline," "Dignity and Responsibility in the Classroom," "Three-Dimensional Discipline," "The Social Contract," "Consequences," "Taking Action," "Stress and Discipline," "Creative Discipline for Out-of-Control Students," "Discipline and the Process of Teaching," "Special Problems," "Twenty Questions," and "Conclusion." Appended are a behavior management inventory, a school discipline survey form, and a nine-page bibliography. (JAM)

DOCUMENT RESUME

ED 302 953 EA 020 654

McCarthy, Martha M.; And Others
Under Scrutiny: The Educational Administration Professoriate.
University Council for Educational Administration.
REPORT NO.- ISBN-0-922971-01-3
PUB DATE- 88
NOTE- 216p.
AVAILABLE FROM- Publications, UCEA, 116 Farmer Building, Tempe, AZ 85287-2211 ($13.95).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Administrator Education; Comparative Analysis; *Educational Administration; *Graduate School Faculty; Higher Education; Interprofessional Relationship; *Professional Personnel; *Professors; *Schools of Education; Specialist in Education Degrees

This book reports the results of a comprehensive study of educational administration faculty conducted during 1986, which compares attitudes and behaviors of the 1986 cohort with earlier cohorts of educational administration professors and also compares characteristics of educational administration faculty with their counterparts in other academic fields. The first chapter provides an overview of the evolution of the professoriate across disciplines, the development of the educational administration professoriate, a review of the research, and a description of the design of the study. Chapter 2 presents information about the characteristics of educational administration departments, while the personal and professional characteristics of educational administration faculty are described in Chapter 3. Chapter 4 discusses how faculty members spend their professional time, and chapter 5 describes their beliefs about preparation programs and the field of educational administration. Chapter 6 focuses on one subgroup: those who entered the professoriate within the past five years. Chapter 7 discusses indices of program quality and presents reputational rankings of educational administration programs. The final chapter summarizes the major findings of the study and discusses implications of the findings for preparing educational leaders. References are included, and instrumentation from the study is appended, along with tabulated data. (TE)

DOCUMENT RESUME

ED 302 968 EC 211 855

Robinson, Cordelia C.; And Others
Parent Involvement in Early Childhood Special Education.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 21p.; In: Jordan, June, Ed. And Others; Early Childhood Special Education: Birth to Three; see EC 211 851.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- *Delivery Systems; *Disabilities; Early Childhood Education; Educational Diagnosis; Family Environment; *Family Involvement; Individual Differences; *Individualized Education Programs; Infants; Models; Parent Child Relationship; *Parent Participation; Parent Teacher Cooperation; Theories; Toddlers
IDENTIFIERS- *Early Intervention

Part of a volume which explores current issues in service delivery to infants and toddlers with handicapping conditions, this chapter discusses the nature of parent involvement in early childhood special education. Acceptance of the basic axiom of parent involvement needs to be accompanied by an understanding of individual differences in family styles and flexibility in the design of intervention methods. Strategies for involving parents in the process of parent-mediated instruction should also be individualized, and the needs of all family members taken into consideration. Four models of family functioning are described (family systems theory, ABCX, family life cycle, and transactional); common variables such as resources and parental expectancies are identified; and the impact of selected variables on the level and quality of family involvement is described. The Individualized Family Service Plan (IFSP) as an extension of the concept of the individualized education program is also discussed. Assessment of the child, the family, and the dynamics of parent-child interaction are described as providing important information for the IFSP planning conference. A sample family goal worksheet is presented, and a list of references concludes the chapter. (JW)

DOCUMENT RESUME

ED 302 982 EC 211 869

Cassidy, Eileen
Reaching and Involving Black Parents of Handicapped Children in Their Child's Education Program. Final Report. Minority Outreach Project.
CAUSE, Inc., Lansing, MI.
SPONS. AGENCY- United Way of Michigan, Lansing.
PUB DATE- 1 Mar 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Family; *Disabilities; Elementary Secondary Education; Minority Groups; *Outreach Programs; Parent Attitudes; *Parent Education; *Parent Participation; *Parent School Relationship; Program Evaluation; *School Community Relationship
IDENTIFIERS- Michigan (Flint)

The Minority Outreach Project, conducted by the Citizens Alliance to Uphold Special Education in Flint, Michigan, developed and implemented a model to reach and involve Black parents of handicapped students in their child's education. Project components included research, outreach, and model development. Outreach strategies developed included involving local pastors, use of press releases and flyers sent home with students, meetings with principals and teachers, a project public relations package, initial and follow-up letters to parents, provision of home based services, and training of church leaders. Additionally, 24 previously non-participating parents were interviewed in informal home sessions which indicated nonparticipating parents found inconvenient meeting schedules, lack of transportation, and lack of understanding of the process formidable barriers to full participation. Individual assistance, training, and information/referral services were provided by the project to 162 parents and 62 professionals. Two workshops for parents and one for church leaders (total participation N=44) resulted in positive evaluations. The model was developed from effective outreach strategies (individual contacts by the outreach worker), identification of barriers to parental participation, and use of effective assistance techniques (such as one-on-one contacts by the outreach worker and involvement of churches and community

agencies). (DB)

DOCUMENT RESUME

ED 302 995 EC 211 882

Egelston-Dodd, Judy, Ed.
Connections: Vocational Rehabilitation Training Package for Transition to College Trainers Manual .
Council of State Administrators of Vocational Rehabilitation, Washington, D.C.; Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
PUB DATE- Jun 88
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Education; *Career Development; College Faculty; College Students; Cooperative Planning; *Deafness; Educational Cooperation; Eligibility; *Hearing Impairments; Higher Education; *Inservice Education; School Personnel; *Staff Development; Training; *Vocational Rehabilitation; Workshops

This trainers' manual contains workshop materials developed by the National Technical Institute for the Deaf, in conjunction with the Council of State Administrators of Vocational Rehabilitation Sub-Committee on Deafness. The workshop is designed to enhance career development of deaf individuals and to facilitate access and accommodation of deaf individuals in postsecondary education, by training college staff who work with hearing-impaired students. The workshop's objectives are to provide an understanding of the vocational rehabilitation process and mandates, and to have participants develop an action plan to effect a workable, long-term cooperative effort to maximize services to hearing-impaired students. The manual begins with such pre-workshop materials as correspondence and an agenda. Module A, "Introduction to Vocational Rehabilitation," covers the background, philosophy, eligibility criteria, and goals of vocational rehabilitation. Module B describes the Individualized Written Rehabilitation Plan, covering eligibility for vocational rehabilitation services and potential problem areas. Module C, "Problem Identification and Collaborative Planning," presents a problem-solving model, a collaborative planning form, and a scale for rating participants' commitment to their action plans. An appendix contains a trainer report form, a

followup evaluation form, transparency masters, and handout masters. (JDD)

DOCUMENT RESUME

ED 303 010 EC 211 898

Dunaway, Avtar; Klein, Marsha Dunn
Bathing Techniques for Children Who Have Cerebral Palsy.
REPORT NO.- ISBN-0-88450-204-X
PUB DATE- 88
NOTE- 18p.
AVAILABLE FROM- Communication Skill Builders, Therapy Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($12.50 for 10, quantity discount available, add 10% for postage and handling; catalog no. 7474-Y).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Assistive Devices (for Disabled); *Cerebral Palsy; *Cleaning; *Human Body; Hygiene; Parent Participation; Parent Responsibility; *Safety; *Self Care Skills
IDENTIFIERS- *Baths
Helpful techniques are offered for making bathtime easier, safer, and more fun for children who have cerebral palsy. Safety in the bathtub is stressed, both for the child who needs protection from slippery surfaces and extreme water temperature, and for the caregiver who must lift and carry the child without causing injury to the lower back. Methods are suggested for preparing hypertonic, hypotonic, and tactilely sensitive children for a bath. Ideas are also presented for dealing with children who resist bathing, washing tight hands and legs, drying, and making bathtime fun. A list of bathing equipment available commercially, including bath chairs and baby bathtubs, is included. Products are also described that can make children more independent at bathtime, such as bath mittens, extended sponges, and soap on a rope. (JDD)

DOCUMENT RESUME

ED 303 024 EC 212 116

Gegen, Louis
Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments.
PUB DATE- 14 Jul 88
NOTE- 80p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Diagnostic Teaching; *Disabilities; Elementary Education; *Evaluation Methods; *Individualized Education Programs; Psychoeducational Methods; *Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Curriculum Based Assessment

The practicum was designed to increase the usefulness of psychoeducational data provided by the school psychologist for educational decision making concerning handicapped students at the elementary level. The first goal was to provide staffing committee members with psychoeducational data in a more useful form than data provided through traditional assessment methods to help in the development of handicapped student academic objectives. The second goal involved providing teachers of students with handicaps with data that would be more useful for the development of instructional plans for the students. Curriculum based measurement materials were developed and used as part of a direct assessment evaluation with three students. Use of curriculum based measurement techniques and other direct assessment procedures were found to be more useful for development of individualized education program (IEP) academic objectives and instructional planning than typical psychoeducational data. Various questionnaires and forms used in the study are appended. (DB)

ED 302 625 CE 051 038

Governor's Task Force on Adult Literacy.

Georgia Govenor's Task Force on Adult Literacy, Atlanta.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Educational Finance; *Educational Improvement; Educational Objectives; *Literacy Education; *Models; *Program Development; State Programs; *Statewide Planning
IDENTIFIERS- *Georgia

The Georgia Governor's Task Force on Adult Literacy conducted a study to determine the extent of adult illiteracy in the state, develop a program to deal with illiteracy, and make recommendations to the state for a future course of action to reduce the problem. The task force arrived at a working definition of adult literacy that included three levels of literacy: basic, general, and specialized. It estimated that approximately 1.4 million adults in the state are illiterate and recommended that adult literacy programs be designed to accommodate all eligible adults at all three levels of literacy. After examining adult literacy programs both in Georgia and in other parts of the country, the task force developed a model program. Elements of the program include personnel and staffing, facilities, curricula, teaching methods, use and type of assessment instruments, program evauation, and funding. The study found that the present system of public and private literacy programs is serving about 57,000 adults per year; it recommended raising that level to between 90,000 and 100,000 per year in order to reduce the number of illiterate adults in the state over a five-year time span. The task force further recommended establishing a state-level Office of Adult Literacy to coordinate statewide efforts and make more effective use of resources in the state. (KC)

ED 302 655 CE 051 628

Health Program Entrant's Math/Reading/Success Review.

Louisville Univ., Ky. Dept. of Occupational and Career Education.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- Jun 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Allied Health Occupations Education; Basic Skills; Mathematics Achievement; Postsecondary Education; *Predictive Measurement; *Predictive Validity; Reading Achievement; *Success; *Test Results; *Test Use
IDENTIFIERS- *Tests of Adult Basic Education

A study was conducted to evaluate the effectiveness of the Tests of Adult Basic Education (TABE) in predicting success or lack of success in selected postsecondary health occupations programs. The predictor variables used in the project were the TABE reading and mathematics grade equivalent scores and the number of times each section of the TABE was taken. Criterion variables were (1) successful completion of a health program or withdrawal and (2) scores from the Kentucky Vocational Achievement Test (KVAT). The project sample included all students in Kentucky admitted to the following postsecondary health occupations programs who had taken the TABE for admission: practical nurse, dental assistant, surgical technology, respiratory therapy, radiologic technology, and medical assistant. The total population for the research was 1,485. Pearson product-moment correlation coefficients and true stepwise multiple regression analysis were used to test the correlation using .05 level of significance. Data analysis by program was conducted on sets of variables with complete data. The sample size for each analysis was reported. The TABE reading and mathematics grade equivalent scores and number of attempts were not good predictors of program completion or withdrawal. Discriminant analysis failed to classify completion or withdrawal correctly from any of the health programs. (Author/KC)

ED 302 683 CE 051 688

Thirteenth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. Including Findings and Recommendations on U.S. Employment in an International Economy, Patterns of Participation in Job Training Partnership Programs, Providing Intervention Assistance for Youth At-Risk. Report No. 25.

National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- Jul 88

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Career Education; *Economic Development; *Employment; Employment Problems; Federal Legislation; *Federal Programs; *High Risk Persons; Intervention; *Labor Force Development; Participation; *Public Policy; Youth

IDENTIFIERS- *Job Training Partnership Act 1982

This annual report details projects and activities undertaken during the period from July 1, 1987 to June 30, 1988. Part I presents findings and recommendations from the National Commission for Employment Policy's work on U.S. employment in an international economy, patterns of participation in Job Partnership Training Act (JTPA) programs, and early intervention strategies for those youth who are most likely to have difficulty in the labor market. Part II describes the major activities of the Commission, including the continuance of its Congressionally mandated review of JTPA. A major part of this review is a study to determine the effects of JTPA performance standards on who is served and the types and costs of services. This part also includes a review of the Commission's outreach activities, including a hearing on issues surrounding job training in rural America and the problems facing displaced farmers in the Midwest, visits to employment and training sites around the country, and the first national meeting of State Job Training Coordinating Council Chairs. Part III summarizes the Commission's four formal meetings held during the program year. Appendix A contains the Commission's comments on the reports of the National Council on Vocational Education. Appendix B lists Commission reports. (YLB)

ED 302 698 CE 051 724

Corrections Officer Core Training Course Manual. Appendix A-2. Revised. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 88
NOTE- 159p.; For related documents, see CE 051 717-725, 729-735, and 739-744.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Competency Based Education; *Core Curriculum; *Correctional Rehabilitation; Learning Activities; Lesson Plans; Postsecondary Education; *Statewide Planning
IDENTIFIERS- *California; *Correctional Officers

This core training course manual is intended to introduce and explain California's Standards and Training for Corrections Program to local training providers and departments. It is divided into eight sections. The first section presents the major assumptions that guided the development of the training course. Section 2 describes the job of corrections officer in terms of its overall mission, role and function in the California Criminal Justice System, major tasks and responsibilities, and knowledge and skill requirements. An overview of the core training course (including a course outline and master schedule) is presented next. Section 4 consists of daily course schedules. Each includes an hour-by-hour account of the topics to be presented, recommended instructional methods, and specifications for testing. The fifth section contains course performance objectives and design specifications, and the sixth section includes an index identifying the performance objectives to be included in each job knowledge, written skills, and behavior skills test in the course. Section 7 indexes performance objectives by core task. The eighth section lists all of the corrections officer core tasks covered. Section 9 depicts skill map/core task linkages, and sections 10 and 11 link performance objectives with the corrections officer basic academy supplemental core course and the adult/juvenile institutions entry-level core course. (YLB)

ED 302 728 CE 051 823

North Carolina Vocational Education Performance Report. Program Year 1987-88.
North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- 88
NOTE- 104p.; For 1985-86 report, see ED 282 088.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Compliance (Legal); Disabilities; *Disadvantaged; Dislocated Workers; Displaced Homemakers; Federal Legislation; Federal Programs; *Home Economics; Limited English Speaking; Postsecondary Education; Program Implementation; *Program Improvement; Secondary Education; Sex Fairness; *State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *North Carolina

This performance report summarizes the services and activities provided for youth and adults in secondary and postsecondary vocational education in North Carolina from July 1987-June 1988, as mandated by the Carl D. Perkins Vocational Education Act of 1984. Data are provided to reflect services to special populations, trends, growth in enrollment, student and employer assessment of the value of vocational education, and business-industry participation and contribution to quality control. The first part of the report contains information on secondary education in the following four sections: (1) services and activities for the handicapped, disadvantaged, limited English proficient, and nontraditional students (sex equity); (2) new programs, expanded programs, career guidance, personnel development, curriculum development, equipment, research, and other improvement activities; (3) home economics services and activities; and (4) programs and services provided jointly by eligible recipients and community-based organizations. The second part of the report contains information on postsecondary education in two sections: (1) handicapped, disadvantaged, limited English proficient, adults in need of training and retraining, single parents and homemakers, nontraditional students (sex equity), and criminal offenders in correctional institutions; and (2) accomplishments under a category where limited resources were available for the purpose. (KC)

ED 302 742 CG 021 330

AIDS Education: Reaching Populations at Higher Risk. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.
REPORT NO.- GAO/PEMD-88-35
PUB DATE- Sep 88
NOTE- 88p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99 copies, $2.00 each; 25% discount on 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Health Education; *High Risk Persons; Models; Public Affairs Education

At the request of the United States Senate Committee on Governmental Affairs, the General Accounting Office (GAO) assessed ways in which education might help to prevent Acquired Immune Deficiency Syndrome (AIDS) among three populations at relatively high risk: intravenous drug users, minority communities, and youth. GAO identified lessons learned from previous public-health research and determined how such lessons could be applied to the education of populations at risk for AIDS. GAO reviewed studies of the effects of health education on people's knowledge and behavior regarding, for example, drug use, smoking, and sexually transmitted diseases, as well as AIDS. GAO interviewed experts in public health, mass communication, and marketing to discuss the implications of previous research for education to prevent AIDS. To learn about current AIDS campaigns, GAO interviewed AIDS coordinators in five U.S. cities with the highest current incidence of AIDS cases and visited 12 exemplary AIDS campaigns to review each one's rationale and operation. Data were used to develop a seven-step model of health education, consisting of these steps: (1) specifying the target group; (2) identifying characteristics placing the group at risk; (3) selecting the media likely to reach that group; (4) determining the information to be covered; (5) developing risk-reduction skills; (6) providing motivators for risk reduction; and (7) specifying the intended outcomes of the message. Field investigations indicated that this model could be applied to AIDS education. (NB)

ED 302 757 CG 021 345

Brown, Michael H.
Shortcuts to Excellence: Techniques To Increase Personal Productivity, Job Satisfaction and Organizational Effectiveness.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Administrators; Communication Skills; *Consultants; *Human Resources; Identification (Psychology); Imagination; *Management Development; Problem Solving; Relaxation Training; *Staff Development
IDENTIFIERS- *Human Resource Specialists

This document presents a case history of an 80-hour consulting contract undertaken in 1984 whereby a human resources consultant provided training in team building, communication skills, and creative problem solving to the management team of the Water Revenue Department (WRD) of the government of the District of Columbia. The troubled history of the WRD organization, whose problems included low morale, internal tension, and overwork, is described. The consulting process undertaken is discussed. The first step described involved interviewing of management team members. Management by the whip philosophy, which had been used by WRD, is discussed. Organizations' needs for human resources development are discussed. Shortcuts to excellence taught as part of the consulting process are described. These include relaxation training, training in reflective skills, developing imagination, and identification with the WRD chief. Comments of members of the management group at the end of the consulting process affirmed the great value of investing in the training of employees. A list of 11 symptoms, their effects, remedial techniques, and outcome are included. (Author/ABL)

ED 302 772 CG 021 362

Hammond, Laura A.; Fong, Margaret L.
Mediators of Stress and Role Satisfaction in Multiple Role Persons.
PUB DATE- 13 Aug 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Adults; College Faculty; *Coping; Higher Education; *Life Satisfaction; Researchers; Role Conflict; *Role Perception; *Sex Differences; Social Support Groups
IDENTIFIERS- *Multiple Roles; *Role Satisfaction

There is research support of the hypothesis that engaging in multiple roles yields better health and greater life satisfaction, and there is support of the hypothesis that multiple role involvement leads to symptoms of role strain. No study has employed a comprehensive model to address the impact of multiple roles or attempted to identify potential mediating factors which could account for both beneficial and negative outcomes. This study examined role and life satisfaction and stress in men and women involved in multiple life roles and explored the mediating effects of coping strategies, hardiness, social support, and gender on these levels of stress and satisfaction. A sample of 102 male and 111 female university faculty, research scientists, and administrators involved in multiple role lifestyles completed questionnaires assessing these variables. Participants reported relatively low levels of stress and moderately high levels of satisfaction with their roles. Men and women differed significantly on several of the variables ($p<.05$). Regressions analyses revealed that the various forms of satisfaction were significantly predicted by hardiness, social support, and coping strategies ($p<.05$). Stress was significantly related to lack of hardiness and use of avoidance coping strategies for men and women ($p<.001$). These findings have implications for counseling multiple role men and women. (Author/NB)

ED 302 787 CG 021 378

Vinson, Michael L.; Haislett, Judith E.
Career Planning and Academic Skills Workshops for Incoming Freshmen.
PUB DATE- 5 Oct 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Conference of Counseling Center Personnel (Athens, GA, October 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *College Programs; Decision Making; Higher Education; *Majors (Students); *School Counseling; *School Orientation; Student Adjustment; Transitional Programs; Workshops

This document describes a counseling center-developed workshop for incoming college freshmen at Clemson University (South Carolina) designed to help students choose a college major and prepare for study in that major. The workshop described was offered in conjunction with new student orientation as a proactive effort to promote adjustment and to assist students as they make the transition to college. These objectives of the Freshman Workshops are discussed: (1) to assist in the orientation and adjustment of students and parents; (2) to facilitate the process of planning a career and making a decision regarding a college major; (3) to encourage the acquisition of effective work habits and attitudes; and (4) to promote the effective transition from high school to college through assisting students in competently managing developmental tasks. It is noted that the workshops have been conducted for the past five summers and have been attended by between 350 and 400 freshmen and about 200 of their parents each year. This document describes participant characteristics, program content, logistics and cost, and program evaluation. It notes that, in addition to meeting participants' developmental needs and facilitating competency, the workshops also gain the counseling center visibility and revenue. (Author/NB)

ED 302 847 CS 211 619

State-Adopted Basic Textbooks for Grammar/Composition, Grades 9-12; Writing, Grades 9-12; World Literature, Grade 10. Annotations.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Communication Skills.

PUB DATE- 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; English Curriculum; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *Language; *World Literature; *Writing (Composition)
IDENTIFIERS- North Carolina

This bibliography contains annotations for three types of Communication Skills texts: language and composition, grades 9-12; writing, grades 9-12; and world literature, grade 10. The language and composition texts that are included address teaching the stages of the writing process and provide speaking, listening, and viewing activities. The writing texts are evaluated as either supplements to language/composing texts or as the basis for composition electives. The world literature texts contain works in English by non-American, non-British authors. The evaluative criteria for textbook selection are appended. (MS)

ED 302 863 CS 506 514

Willmington, S. Clay
Standardized Assessment of Teen-Agers' Oral Communication Skills in the United Kingdom.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Central States Speech Association (Kansas City, MO, April 13-16, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Communication Research; Foreign Countries; *Persuasive Discourse; Secondary Education; Speech Communication; Speech Curriculum; *Speech Skills; *Speech Tests
IDENTIFIERS- Speech Communication Education; *United Kingdom

A study examined procedures used to test the oral communication skills of students between the ages of 15 and 18 in the United Kingdom, with special attention given to strategies which might be of value to adopt in the United States. Subjects were 4 pairs of students tested from a randomly selected sample of 112 schools. Twenty-two assessors were recruited from schools not involved in the assessment program. They were trained first by listening to two cassette tapes containing several examples of each student task exemplifying a range of performances obtained during a pilot project. Secondly, they were given intensive training in a two-day session at National Foundation for Educational Research (NFER) offices. A test called for students to perform 7 different tasks. Performances were assessed by means of both impressionistic and analytic marking. Three general criteria were used to assess the sequential structure, lexico-grammatical features, and performance features. Results showed that standardized performance testing in speech on a large scale is possible when resources and a commitment are present. The closest corollary we have in the United States is forensics assessment. Similarities between the two programs include: both define specific speaking tasks for the student; both involve a period of preparation with a tutor or coach; and both involve evaluation by an outside evaluator. Dissimilarities include: English Speaking Board (ESB) tasks more closely adhere to real-life communication than most forensics events and involve job-related skills; and forensics events are more competitive and tend to involve only competent speakers. (RAE)

ED 302 892 EA 020 547

Lee, Valerie E.; Wilson, Thomas C.
High-Achieving Black Students: What Characterizes the Schools They Attend and Their Academic Behaviors?
PUB DATE- Mar 88
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Research partially funded by the Educational Testing Service.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Curriculum Enrichment; Educational Environment; Grade 8; *High Achievement; Junior High Schools; *Racial Differences; *Reading Achievement; *Student Behavior; *White Students

Research studies investigating group differences in academic achievement consistently document lower scores for blacks than for whites, who typically score about one standard deviation above their black counterparts. Many controversial explanations for black achievement deficits have been advanced, ranging from cultural deprivation to inferior schooling. Focusing more on educational than cultural differences and using National Assessment of Educational Progress data, this study investigates a sample of 661 black eighth graders scoring above the national average in reading proficiency. In separate comparisons with other groups (the black population scoring below the national average in reading achievement and a sample of white high-achieving students), school characteristics and student academic behaviors were identified that partly explain black-white achievement differences. High-achieving black students resemble their white counterparts in amount of reading, homework, and television watching; however, these students are as likely as their black counterparts to attend schools with high proportions of minority and poor students, although black high-achievers' family socioeconomic status is about midway between that of the two comparison groups. Included are technical notes, 52 references, 4 tables, and an appendix defining constructed variables used in the study. (Author/MLH)

Maxcy, Spencer J.; Caldas, Stephen J.
Moral Imagination and the Philosophy of School Leadership.
PUB DATE- Apr 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; Leaders; *Leadership; *Leadership Qualities; *Leadership Responsibility; *Leadership Styles; *Participative Decision Making; School Based Management
IDENTIFIERS- *Clark (Joe)

This paper discusses "moral imagination" or vision by strong-minded task-oriented contemporary educational leaders like New Jersey's Joe Clark. These are principals and superintendents who will challenge traditional assumptions about the nature of the school's relationships with its internal and external publics in favor of their own "moral" vision about how things ought to be. The paper takes issue with moral imagination as a guide for effective leadership. Rather, it favors such leadership influences as "critical imagination" and "democratic value deliberation." Critical imagination is the notion that managers exercise great caution and reflection when determining policies and goals. Democratic value deliberation is the idea that a school leader's private moral vision should be made public. Once this is done, school and district educational leaders should arrange and engage in participatory and consensual decision-making processes with all constituencies rather than act independently. (JAM)

ED 303 011 EC 211 899

Dunaway, Avtar; Klein, Marsha Dunn
Writing Techniques and Adaptations for Home and Classroom.
REPORT NO.- ISBN-0-88450-214-7
PUB DATE- 88
NOTE- 18p.
AVAILABLE FROM- Communication Skill Builders, Therapy Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($12.50 for 10, quantity discount available, add 10% for postage and handling; catalog no. 4109-Y).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); Educational Games; *Handwriting; *Physical Disabilities; *Skill Development; Writing Exercises; *Writing Readiness; Writing Skills
IDENTIFIERS- *Writing Implements

In order to learn to write, physically disabled children often require special seating systems that align their bodies and improve their muscle tone. The writing paper must be placed in an appropriate position and must be stabilized. The writing tools should be as interesting as possible to keep the child's attention focused on writing, and can include brightly colored markers, crayons, paintbrushes, soap paints, etc. Writing devices are available that have been specially designed to assist children in grasping and writing, such as triangular writing pencils, pencil grips, pencil holders, weighted pens, universal cuffs, headsticks, mouthsticks, etc. This pamphlet describes several commercially available products and provides manufacturers' names and addresses; instructions are also offered for making useful writing aids. Several pre-writing games are presented to encourage children to develop writing skills as they play. (JDD)

ED 303 025   EC 212 118

Guidelines for Testing Exceptional Students.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.; North Carolina State Dept. of Public Instruction, Raleigh. Research and Testing Services.

PUB DATE- 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Diagnostic Tests; *Disabilities; Elementary Secondary Education; *Minimum Competency Testing; Standards; *State Programs; Testing Problems
IDENTIFIERS- *North Carolina

The document provides information related to statewide testing of exceptional students for the North Carolina Annual, Minimum Skills Diagnostic, End-of-Course, and Competency Testing programs. Guidelines for the appropriate use of alternative test formats, aids, or a different test environment with disabled students are given. Included are rules for excluding certain students or providing appropriate procedural modifications, information on the approval process, a chart and descriptions of the available modifications for the statewide testing programs, a listing of Test Coordinator and Exceptional Children Program Administrator responsibilities, guidelines for the competency testing of students who exit high school with a certificate, and forms for excluding or providing procedural modifications. Official definitions are given for exceptional student classifications, the School-Based Committee, and the Administrative Placement Committee. (DB)

ED 302 817 CS 009 465

Blai, Boris, Jr.
Literacy/Quality of Life in the United States.

PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Basic Skills; Communication Skills; Educational Quality; Elementary Secondary Education; Higher Education; *Literacy
IDENTIFIERS- Job Related Literacy

Investment in literacy upgrading can pay rich dividends in both quality of life for individuals and benefits to society. Literacy can become the gateway to a fuller understanding of ideas and responsible participation as citizens. Unfortunately, academic abilities of schooled youth are not keeping pace with the skills/knowledge requirements of existing and prospective jobs in the present-day economy. Under-preparation of youth wastes the nation's most precious resource--the productive potential of people. All responsible citizens must become advocates for higher levels of literacy throughout the nation and insist that basic skills be strongly emphasized at all levels of education. (RS)

ED 302 641 CE 051 601

Grossman, Gary M.
Secondary Vocational Training in Technologically Intensive Industries in Arizona: New Directions in Rural Education.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.
PUB DATE- 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Demonstration Programs; High Schools; Junior High Schools; *Program Improvement; Research Projects; Rural Areas; *Rural Education; Secondary Education; *Statewide Planning; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Arizona

A project entitled Model Programs for Rural Vocational Education was conducted in 1987-1988 to provide research and recommendations for the direction of rural education in Arizona. The model program for students in grades 7 through 12 that is described in this report is based on the research that was conducted during the project. The plan is based on the principle that it is no longer adequate to view vocational-technical education as an alternative to skill development in other areas. It thus revolves around a skill pyramid, according to which students proceed from mastering basic skills to mastering employability, occupational, and job-specific skills. The proposed curriculum is a developmental and sequential one that is designed to begin in the 7th and 8th grades (where the focus would be on basic and employability skills) and would continue through the high school years (where the focus would gradually evolve from employability skills through the more general occupational skills and eventually culminate in job- and employer-specific skills). The model outline presented in this report includes listing of the skills and specific courses to be taught at each grade level along with specific recommendations concerning appropriate school-industry relationships and guidelines for using the concept of magnet schools. References are included. (MN)

ED 302 669 CE 051 667

Industrial Arts Instructional Tasks/Competencies for Graphic Communications. Competency-Based Education.

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 219p.; For a related document, see CE 051 406.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($11.76).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Communications; *Competence; Competency Based Education; Course Content; Course Organization; *Graphic Arts; Industrial Arts; Job Skills; Learning Activities; Postsecondary Education; Secondary Education; State Curriculum Guides; *Task Analysis; Units of Study; Vocational Education
IDENTIFIERS- Virginia

This instructional task/competency package is designed to be used in combination with the "Industrial Arts Guide to CBE Implementation" in order to implement competency-based education (CBE) in the graphic communications course in Virginia. This task/competency package contains a suggested task sequence list, content outline, and task/competency information for the specific course, "Graphic Communications." The package is organized in two parts. Part 1 contains a description of the industrial arts program and a course description, an instructional task/competency list, and a content outline for graphic communications. The task/competency list includes the minimum task competencies identified for inclusion in the course, listed in a suggested order of instruction. The content outline corresponds with the task/competency list in content and sequencing. However, within the outline, tasks are identified in topical form and related tasks are grouped into broader topics of instruction. Part 2 contains information for instruction in each of the tasks/ competencies identified in Part 2. The following information is provided for each task/competency: appropriate program and course designation; performance and enabling objectives; a criterion-referenced measure; and suggested activities and aids for instruction. Appendixes list resources and references, audiovisual materials, and tools and equipment. (KC)

ED 302 714 CE 051 754

Streichler, Jerry

Managing Industrial Teacher Education Programs in a Multi-Purpose Academic Unit--Selected Issues.

PUB DATE- 6 Dec 88
NOTE- 14p.; Paper presented at the National Association of Industrial Technical Teacher Education Meeting (St. Louis, MO, December 6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; College Programs; Higher Education; Industrial Arts; *Interdisciplinary Approach; *Program Administration; *Teacher Education; *Trade and Industrial Education; *Vocational Education Teachers
IDENTIFIERS- *Multipurpose Academic Units

Multipurpose academic units are academic units that are headed or chaired by one individual who, along with his or her faculty, is responsible for more than one degree or for more than one program under a degree. One example of a multipurpose academic unit would be a department that combines teacher education and industrial technology programs and that would thus offer degrees in teacher education, engineering, and industrial technology. These types of multipurpose units are frequently faced with a variety of challenges in balancing the conflicting interests of the different curricula that they offer. These issues include resource allocation, accreditation, conflicting goals, and future directions. A study examined the attitudes of administrators of multipurpose academic units at 11 institutions located throughout the United States. In many situations, the degree requirements and programs to prepare individuals with advanced educational competencies are being accomplished under degree designations other than Master of Education. Most of the respondents, although they were leaders of multipurpose departments, had strong roots and loyalties to teacher education. In the multipurpose departments studied, industrial education appeared to be a lower priority than industrial technology and engineering technology, and the view was expressed that it will likely enjoy an even lower priority in such units in the future. (MN)

ED 302 802   CG 021 393

Clement-Godin, Lise; And Others

Transition from School to Employment for the "At Risk" Student: Two Models.

PUB DATE- 27 Jan 88
NOTE- 21p.; Paper presented at the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Career Education; *Cooperative Education; *Dropout Prevention; Foreign Countries; *High Risk Students; *Nontraditional Education; Reentry Students; Secondary Education; Secondary School Students; Work Experience Programs
IDENTIFIERS- Canada

The Alternative Co-operative Education Program (ACE program) of the Peel Board of Education in Ontario, Canada is a program implemented to address the needs of students who were leaving the school system before graduation. The objectives of the ACE program are to provide at-risk students with the opportunity to combine in-school and out-of-school learning experiences while earnng credits towards their secondary school diploma and to encourage the development of a positive attitude towards self, learning, and work. The in-school component of the Career Exploration Course has four main objectives: to know and appreciate oneself; to learn how to relate to others; to develop appropriate educational plans; and to explore career alternatives. The careful matching of students to interested employers is the key to the success of the program. Supervised Alternative Learning for Excused Pupils Life Skills Program (SALEP) is an alternative program for some 14- and 15-year-olds which assists the SALEP students in their transition from school to work. In this program a social worker and teacher work together to address the needs of the students, monitoring students in the morning school sessions and at work, following up on absent students, and making parental contacts. (The appendixes include case studies of ACE students, 1986-1987 statistics on the ACE program, a flowchart demonstrating the process that is followed by students who wish to enter SALEP, a curriculum outline, a form for recording job search contacts, a data sheet for SALEP students, and case studies of SALEP students.) (ABL)

ED 302 832 CS 009 483

Scott, Michael R.; And Others
Teaching Critical Reading through Set Theory. Working Paper No. 20.
Pontificia Univ. Catolica de Sao Paulo (Brazil).
PUB DATE- 88
NOTE- 31p.; Prepared for the National Project on the Teaching of English for Special Purposes by the Center for Research, Resources and Information on Reading (CEPRIL).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Applied Linguistics; *Critical Reading; *Critical Thinking; Educational Objectives; *English for Special Purposes; Foreign Countries; Reader Text Relationship; Reading Improvement; Reading Instruction; *Set Theory; Teaching Methods
IDENTIFIERS- Brazil; *Text Processing (Reading)

This paper examines the context of critical reading and considers how it can best be taught. The paper also includes some reflections on the current "state of the art" in critical reading in an English for Special Purposes (ESP) or English as a Second Language (ESL) context. The paper details a series of attempts to develop a set of questions that can be used in teaching critical reading, and introduces "set theory" (a math concept) to ESP. The paper suggests six steps for the use of set theory in the teaching of reading, as well as a set of questions which systematize and break down some sub-skills in critical reading: (1) comprehension questions; (2) readership questions; (3) reader's appreciation; (4) text applicability; and (5) text or writer questions. The paper argues that: critical reading is an essential part of the genuine response to text; there is a need for teachable techniques for helping readers to learn how to react critically to texts; critical reading can and usually should be done on all text types, from poems to telephone directories; and critical reading is applicable not only to a detailed level of comprehension but also to general and to main points comprehension. (Three figures of data are included; a list of "Dishonest Tricks," 9 notes, and 17 references are attached.) (RAE)

ED 302 877 EA 020 417

Bratlie, Mark P.
The Conversion of Teachers: Principal Influence and Teacher Autonomy.
PUB DATE- Dec 87
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Change Agents; Elementary Education; Influences; *Instructional Innovation; *Instructional Leadership; Leadership Styles; *Nontraditional Education; *Principals; *Professional Autonomy; Qualitative Research

Instructional leadership literature presents two contrasting themes: (1) the school as a loosely coupled system allowing teachers considerable instructional autonomy; and (2) the school as a culture where the effective principal uses symbolic leadership to unite the staff in a common effort to achieve the school's mission. If both themes are valid, then a grounded theory to incorporate them is needed. This qualitative research study, conducted in a small-town elementary school setting, shows how teacher autonomy and principal influence themes have been played out within a four-phase process involving teachers' conversion to a nontraditional "whole language" instructional approach. The "activist" conversion model phases are (1) the seeker/missionary interface, stressing the importance of contextual factors and hiring strategies; (2) encapsulation, stressing the principal's control of information while unfolding the nontraditional ideology; (3) implementation, stressing teacher autonomy in instructional decision-making; and (4) maintenance, stressing the principal's strategies to perpetuate the nontraditional instructional approach. Teachers exercise their autonomy by actively seeking change, seeking and sharing new ideas, making their own instructional decisions, reacting to perceived pressure, and actively participating in proselytism and other maintenance activities. The principal exercises influence by interfacing the mission with staff dissatisfaction, enhancing this interface through hiring and rotation strategies, controlling new instructional information, exercising legal and expert authority, and vigorously maintaining the whole language mission. Included are 24 references. (MLH)

ED 302 925 EA 020 607

Richardson, Gloria D.; Sistrunk, Walter E.
The Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors.
PUB DATE- Nov 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Evaluation; *Principals; Secondary Education; *Secondary School Teachers; Teacher Administrator Relationship; *Teacher Alienation; *Teacher Attitudes; *Teacher Burnout; *Teacher Morale; Teacher Motivation; Teacher Persistence
IDENTIFIERS- *Mississippi

This study investigated differences in teachers' perceptions of their burnout levels and their perceptions of their principals' supervisory behaviors. Demographic variables of gender, race, and subject area were considered. A random sample of 192 Mississippi teachers of English, math, science, and social studies was drawn from secondary schools having any or all of grades 9 through 12. Respondents (N=120) completed two questionnaires: the Maslach Burnout Inventory and the Supervisory Behavior Description Questionnaire. Data were analyzed using one-way analysis of variance and t-tests for the dichotomous demographic variables of gender and race. Results showed that teachers' perceptions of their burnout levels and their perceptions of the principals' supervisory behaviors are related. Teachers who perceived their own levels of emotional exhaustion to be low also perceived their principals as nondirective. Teachers who did feel burned out perceived their principals as directive. These findings suggest that teachers prefer to work on staff development or curricular improvement projects without principal supervision. (JAM)

ED 302 939 EA 020 627

Jefferson, Anne L.
Reconceptualization of the Budget Envelope.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Antonio, TX, March 9-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; Budgets; *Cost Effectiveness; Costs; Educational Finance; Elementary Secondary Education; *Finance Reform; *Financial Policy; Financial Problems; *Money Management; Operating Expenses; *Resource Allocation

This paper reconceptualizes the purposes of education's budget envelope. Citing numerous examples of how policymakers consider resource allocations apart from the main concerns of individual programs, the people reallocations affect, and education's most important programs, it suggests that policymakers and finance officers reemphasize program and people priorities rather than financial ones. Noting that curriculum and instruction issues rank a distant fifth behind frontrunner funding issues in the 1988 American Association of School Administrator's Survey, disapproval about funding priorities and program-based budgeting systems is expressed. Political concerns often dictate program funding without regard to the most effective programs. In addition, when expenditures outstrip income based on foundation levels established according to the annual inflation rate, funding emergencies occur. The report concludes that such a reconceptualization will not prevent policymakers from meeting their long-term or short-term budgeting obligations. Rather, budget flexibility is enhanced because of budgets designed to respond to immediate ongoing program needs, and not to any fixed "written in stone" timetable that ends with the fiscal year. (JAM)

ED 302 954   EA 020 655

Wendel, Frederick C., Comp.
A Bibliography on the Assessment Center Method and Education Administration.
University Council for Educational Administration.
REPORT NO.- ISBN-0-922971-06-4
PUB DATE- Feb 88
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrator Evaluation; *Administrator Selection; Assessment Centers (Personnel); *Educational Administration; Elementary Secondary Education; *Evaluation Methods; Inservice Education

This publication is a comprehensive bibliography on the assessment center method and education administration. The bibliography reveals sources for research concerning the potential of assessment center methods for screening administrative candidates, as well as for prescribing individual pre- and in-service development programs. Resources are drawn from education and the social and industrial sciences. (SI)

ED 302 969 EC 211 856

McCollum, Jeanette A.; Hughes, Mary-alayne
Staffing Patterns and Team Models in Infancy Programs.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 19p.; In: Jordan, June, Ed. And Others; Early Childhood Special Education: Birth to Three; see EC 211 851.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Delivery Systems; *Disabilities; Infants; Interdisciplinary Approach; Interprofessional Relationship; Intervention; Interviews; *Models; Preschool Education; Professional Personnel; *Program Design; *Staff Role; Teamwork
IDENTIFIERS- *Early Intervention

Part of a volume which explores current issues in service delivery to infants and toddlers with handicapping conditions (ages birth to 3), this chapter discusses issues relating to staffing of early intervention programs and reports the results of a study designed to clarify the staffing and teaming options currently used by selected intervention programs. Characteristics and strengths of three models of team organization are described: multidisciplinary, interdisciplinary, and transdisciplinary. Results of structured telephone interviews with administrators of 10 infant intervention programs are then presented, touching on the following areas: program staffing patterns (staff availability, core staff roles, and team structure); examples of team processes (assessment, program planning, and intervention functions); program components supporting team models (role release, communication, role of the developmental specialist, and parent roles). Among implications drawn from these interviews are that the same team model does not necessarily have to apply across all program functions and that team members need to be prepared to function as generalists as well as specialists in their own disciplines. (JW)

ED 302 983 EC 211 870

Access Guide to South Carolina State Parks for People with Special Needs.

South Carolina State Dept. of Parks, Recreation, and Tourism, Columbia. Div. of Engineering and Planning.

SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, D.C.

PUB DATE- Dec 86

NOTE- 49p.; For a related document, see EC 211 871.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Accessibility (for Disabled); *Park Design; *Physical Disabilities; *Recreational Facilities; *State Standards

IDENTIFIERS- *South Carolina

The guide was developed to assist physically handicapped persons in using South Carolina State Parks. It describes some of the accessibility problems identified in a 1986 Inventory of Handicapped Accessibility in South Carolina State Parks and Welcome Centers. It is noted that building construction since 1967 has met handicapped design criteria and that beginning in January, 1987, two campsites per campground will be designated for handicapped persons and parking spaces for the handicapped designated in all paved parking lots. Each park is listed alphabetically. Included for each park, beside the address, location, and county, is accessibility information connected with circulation, trails, swimming, boating, fishing, picnicking, camping, playgrounds, natural/historical features, assembly areas/recreation buildings, stores/shops/restaurants, public phone, cabins/lodge/group camps, and other facilities. (DB)

ED 302 996 EC 211 883

Summary of Existing Legislation Affecting Persons with Disabilities.
Office of Special Education and Rehabilitation Services (ED), Washington, DC. Clearinghouse on the Handicapped.

REPORT NO.- E-88-22014
PUB DATE- Aug 88
NOTE- 207p.
CONTRACT- 433J47700847
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Civil Rights; *Disabilities; Elementary Secondary Education; *Employment Programs; *Federal Legislation; *Federal Programs; Financial Support; *Health Programs; Housing; Nutrition; Preschool Education; *Social Services; Transportation; Vocational Rehabilitation

Summaries are presented of more than 60 key federal laws pertaining to the legal rights and benefits available to persons with disabilities. The laws are organized into general subject areas, including: education, employment, health, housing, income maintenance, nutrition, rights, social services, transportation, and vocational rehabilitation. The provisions of each separate act are described in non-technical language. After providing a brief overview of each law's basic purpose and structure, the major programs authorized under the statute are described. An encapsulated legislative history of the law highlights major milestones in the evolution of the statute. Minor legislation affecting persons with handicaps is summarized in an abridged format, including a brief discussion of the law's importance and its legislative origins. The information provided is restricted to the provisions of the federal laws and does not cover regulatory and administrative policies or judicial decisions. (JDD)

ED 302 699 CE 051 725

Corrections Officer Physical Conditioning Course. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87
NOTE- 64p.; For related documents, see CE 051 717-724, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Correctional Rehabilitation; Employment Practices; *Employment Qualifications; Entry Workers; Evaluation Criteria; *Exercise; Job Skills; *Personnel Selection; *Physical Fitness; Postsecondary Education; State Standards; State Surveys; Statewide Planning
IDENTIFIERS- *California; *Correctional Officers

This manual introduces and explains the corrections officer physical training course developed as part of the Standards and Training for Corrections Program in California. The manual is divided into four sections. The first section introduces the physical conditioning module, including information on goals, structure, job relatedness, program background and development, performance objectives, and general exercise guidelines. The second section provides a general instruction guide for the trainer, including an agenda, segment outlines, and discussion of trainer and trainee roles. The third section contains detailed exercise instructions for five segments, and the fourth section discusses the use of benchmark minimums for exercise program participants. A list of six references and some additional instructions conclude the guide. (YLB)

Ediger, Marlow
Perspectives in Teaching Reading.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Instructional Improvement; Problem Solving; *Reading Instruction; Reading Material Selection; Reading Strategies; *Teaching Methods
IDENTIFIERS- Curriculum Emphases

In the teaching of reading, diverse methods are available to encourage student learning. These methods include: testing and measuring; subject matter approaches; student decision-making and the affective dimension; and problem solving procedures. With testing and measuring methods, measurably stated objectives are predetermined for student achievement in reading. After instruction, the reading teacher measures whether students have been successful in goal attainment. In the subject matter approach, the teacher is concerned about the amount and quality of facts, concepts, and generalizations acquired by students. In the student-decision making and affective dimension perspective, students must make responsible decisions in selecting sequential reading material. Quality attitudes are inherent as students choose books based on personal interests. Finally, problem solving procedures emphasize reading as a means to solve vital personal and societal problems. Of these approaches, problem solving methods should be given major attention in the teaching of reading. (MM)

ED 302 848 CS 211 620

Hayes, Christopher G.; And Others

Language, Meaning, and Knowledge: Empowering Developmental Students To Participate in the Academy.

PUB DATE- Feb 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) · Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Developmental Studies Programs; *Educational Strategies; *Epistemology; Higher Education; *Language Role; *Learning Activities; Teaching Methods

IDENTIFIERS- Knowledge Development

Meaning and knowledge are separate constructs. Meaning is an idiosyncratic, cognitive construct; knowledge is a social construct built upon various shared meanings that are reconstructed and judged to be accurate or probable by a particular community. Language is the medium through which both meaning and knowledge are formed. Instructors can better prepare the developmental student for academic success if they (1) understand the epistemological role that language (particularly writing and reading) plays in the making of meaning and the construction of knowledge; (2) understand, and act upon, the distinctions between meaning and knowledge; and (3) engage the student in verbal behavior that fosters the construction of meaning and knowledge. There is a theoretical base for making language (and its study) the essential agent in the generation of thought and meaning and also the "sine qua non" of knowledge construction and reification. There are also strategies that can be used to engage students (and instructors) in the creation of meaning and the negotiation of knowledge, such as calling up relevant prior knowledge, constructing relationships among parts of the whole, and monitoring and revising understanding--all essential to making meaning. These epistemological uses of language can empower developmental students to become early and full participants in the academic community. (Two figures are included, and 62 references are appended.) (Author/MS)

ED 302 955 EA 020 656

Grady, Marilyn L.; And Others
Clinical Experiences in Educational Administration: A Selected Bibliography, 1960-1987. A UCEA Resource Document, #1402.
University Council for Educational Administration.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrator Education; *Clinical Experience;

*Educational Administration; Elementary Secondary Education; Higher Education; *Medical Education

This bibliography presents citations related to clinical experiences in educational administration. The citations have been divided into four categories: general, higher education, dissertations, and medical education. The general category includes entries that present the historical background of clinical experiences in educational administration. The general category also includes citations concerning the general value of the experiences, recommendations for the experiences, self-reports of intern experiences, and many other discussions of clinical experiences for K-12 administrators. The second category includes citations concerning clinical experiences, model programs,, and the preparation of higher education administrators. The third category lists doctoral dissertations on topics related to clinical experiences in educational administration. The final section includes citations from the literature regarding clinical experiences in medical education. (SI)

ED 302 626 CE 051 333

Sheet Metal Worker: A Training Profile.

Ontario Ministry of Skill Development, Toronto.
REPORT NO.- ISBN-0-7729-0715-3
PUB DATE- 85
NOTE- 135p.
AVAILABLE FROM- Publications Services, Ministry of Government Services, 880 Bay Street, Toronto, Ontario M7A 1N8.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; *Assembly (Manufacturing); Behavioral Objectives; Drafting; Equipment; Heating; Learning Modules; Machine Tool Operators; Postsecondary Education; Safety Education; *Sheet Metal Work; *Trade and Industrial Education; Ventilation; Welding

This training profile is intended for use by program developers and trainers in the development of training courses and programs for sheet metal workers. It contains 17 modules: safety for sheet metal worker; tools and machinery; materials and gauges; drafting and shop drawing; pattern development; methods of joining sheet metal; shearing and cutting sheet metal; sheet metal forming and assembly procedures; welding; blueprint reading; heating, ventilating, and air conditioning; architectral roofing and siding; acoustic treatment; air balancing; industrial environment systems; trade calculations; and related science. Each module consists of these components: tasks as identified by an occupational analysis; terminal performance objectives, which identify the required behavior, the conditions, and the minimum acceptable performance standards; and enabling objectives, which identify the knowledge and skills required to achieve the terminal performance objective. (YLB)

ED 302 656 CE 051 629

Math Exit Competencies Handbook for Selected Kentucky Postsecondary Industrial Education Programs: Air Conditioning, Autobody, Automechanics, Carpentry, Drafting, Electricity, Electronics, Graphic Arts, Machine Shop, Masonry, Welding.

Louisville Univ., Ky. Dept. of Occupational and Career Education.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

PUB DATE- Jun 88

NOTE- 227p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Air Conditioning; Auto Body Repairers; Auto Mechanics; Carpentry; *Competency Based Education; Drafting; Electricity; Electronics; Graphic Arts; Machinists; Masonry; *Mathematics Skills; Postsecondary Education; Program Improvement; *Statewide Planning; *Technical Mathematics; *Trade and Industrial Education; Welding

IDENTIFIERS- *Kentucky

This handbook is intended to assist postsecondary Kentucky vocational education instructors in determining the mathematics competencies that they should address in their courses. The competency listings and resource information included in the handbook are based on information obtained from 109 postsecondary vocational instructors throughout the state. The first section describes the development of the handbook and the importance of math competencies throughout the continuum of technical and nontechnical vocational education programs. The second section includes listings of accepted competencies for the following program areas: air conditioning, auto body, auto mechanics, carpentry, drafting, electricity, electronics, graphic arts, machine shop, masonry, and welding. Section 3 provides additional competencies and comments obtained at several points throughout the project. The fourth section lists resources for teaching math (including texts, audiovisual materials, and computer software), and the fifth section discusses ways in which the information provided can be used to improve vocational programs. Appendixes include the 10 surveys used to develop the handbook, tabulations of the survey responses, lists of competencies that were not selected, examples of competencies, and evaluation forms. (MN)

ED 302 684 CE 051 703

Exemplary Adult Education Programs. Highlights of Secretary's Award Program Finalists 1988.
Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
PUB DATE- Dec 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Adult Basic Education; Church Programs; Community Colleges; Community Programs; *Demonstration Programs; *English (Second Language); *High School Equivalency Programs; Postsecondary Education; Private Agencies; *Program Content; School Districts; Secondary Education; Two Year Colleges
IDENTIFIERS- General Educational Development Tests

This booklet contains descriptions of the 13 finalists in the U.S. Secretary of Education's Program of Awards for Outstanding Adult Education Programs. The programs, which include adult basic education (ABE), English as a second language (ESL), and adult secondary education (including general educational development--GED) programs are grouped into three categories: local education agency, private agency, and postsecondary institution programs. Included among the finalists are ABE, GED, and ESL programs in Baltimore County, Maryland; Cerritos, California; Chula Vista, California; Columbia, South Carolina; Louisville, Kentucky; Newport, Rhode Island; and Washington, D.C. Three private agency programs (the Dover Adult Reading Center, the Lafayette Adult Reading Academy, and Tri-County Opportunities Industrialization Center, Inc.) and three postsecondary programs (Boise State University Adult Learning Center, William Rainey Harper College Adult Educational Development Department, and Seattle Central Community College Adult Education Program) are also included. Each program description includes the following information: program director; funding amounts and sources; number of students served in fiscal year 1988; a description of the program's objectives and activities; special program features; and a breakdown of program enrollment by educational functioning level, sex, and ethnicity. (The review criteria for the secretary's award are appended.) (MN)

ED 302 715 CE 051 761

Cantor, Jeffrey A.
Exemplary Practices Linking Economic Development and Job Training.
PUB DATE- 25 Feb 89
NOTE- 24p.; Paper presented at a meeting of the Eastern Educational Research Association (Savannah, GA, February 25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Cooperative Programs; Coordination; *Demonstration Programs; *Economic Development; Educational Cooperation; Higher Education; *Job Training; *Labor Force Development; Research; *School Business Relationship

A study identified innovative and exemplary state and local practices linking economic development and job training through community colleges and other institutions of higher and community education. The project reviewed the literature of national economic development activities and local government practices to stimulate economic development and job training. Baseline criteria were then established upon which to select six programs to study in depth. Three major research questions guided the study: what practices work, why they work, and what has been learned that is useful. Data were collected during two site visits and telephone contacts with persons at each site. Exemplary projects were distinguished by the involvement of community colleges, state educational agencies, and local business and industry through vested venture capital, involvement by local government, and assistance with job training. The study found that economic development begins at home; revitalization takes place with maximum cooperation among all players; maximum cooperation occurs most frequently when all parties realize benefits; effective local cooperative agreements help eliminate duplication of services; a data system of resources should be maintained; investment in human resources is the best way to increase innovation, productivity, and quality; and educational programs play a major role in economic development and must make a commitment to be proactive to employment and training. (YLB)

ED 302 729 CE 051 832

Hochner, Arthur; And Others
Job-Saving Strategies: Worker Buyouts and QWL.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-069-6
PUB DATE- 88
NOTE- 355p.
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($15.95; hardcover ISBN-0-88099-069-4, $22.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employee Responsibility; Employer Employee Relationship; *Employment Practices; *Food Stores; Organizational Climate; *Participative Decision Making; *Quality of Working Life; *Reduction in Force
IDENTIFIERS- *Employee Ownership; *Pennsylvania (Philadelphia)

A longitudinal study compared the effectiveness of worker buyouts and quality of work life programs (QWL) in reversing the shutdown of supermarkets in Philadelphia. Working conditions, worker attitudes, and economic outcomes at a group of employee-owned stores and a group that had adopted QWL strategies were compared at three points in time (summer 1982, summer 1983, and fall 1984). Overall, the worker buyouts were successful at saving some jobs. The worker-owned stores, which had been among the poorest-performing stores originally, had significantly lower unit labor costs in 1983 than either the QWL or non-QWL stores examined, despite the fact that they employed a larger proportion of full-time, highly paid workers. Productivity was also significantly higher at the employee-owned stores. In those stores where QWL had been fully implemented, workers acquired some involvement in decisions through departmental, store, and regional meetings, but their involvement was constrained and limited to short-term decisions. The worker-owners worked more hours per week on average than did their QWL store counterparts. (Appendixes contain excerpts from agreements between the United Food and Commercial Workers and various Philadelphia supermarkets, the study questionnaires, analyses of the survey responses, and a 12-page reference list.) (MN)

ED 302 743 CG 021 331

Social Work Handbook.
New York State Education Dept., Albany. Office of the Professions.
REPORT NO.- PLS-HB-80-88-7254
PUB DATE- Sep 88
NOTE- 73p.; This document replaces the April 1987 Social Work Handbook (ED 284 093). Product of the Division of Professional Licensing Services.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accrediting Agencies; *Certification; *Licensing Examinations (Professions); Professional Education; *Social Work; Social Workers; *State Departments of Education; *State Legislation; State Licensing Boards; *State Standards
IDENTIFIERS- New York

This reference guide contains laws, rules, and regulations of the State Education Department that govern social work practice in the State of New York. It highlights requirements and procedures for obtaining licensure and first registration as a social worker, and authorization of licensees for insurance reimbursement. Included are sections on: (1) professional regulation in New York; (2) licensure requirements; (3) insurance qualification requirements; (4) licensure forms; (5) education law; (6) civil practice laws and rules; (7) commissioner's regulations; and (8) rules of the Board of Regents. The latter section concerns issues of disciplinary proceedings in the professions, role of the Committee on the Professions, procedures for determination of good moral character, and provisions concerning unprofessional conduct for all professions in general and for the health professions in particular. Also included is a listing of social work programs in the United States which are registered by the New York State Education Department and accredited by the Council on Social Work Education. (NB)

ED 302 744 CG 021 332

ED 302 758 CG 021 346

Brown, Michael H.
Transpersonal Psychology: Exploring the Frontiers in Human Resource Development.

PUB DATE- Aug 86
NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; *Human Resources; Labor Force Development
IDENTIFIERS- *Human Potential; *Transpersonal Psychology

Important insights about how to develop human potential are being discovered these days in a field called transpersonal psychology. This new field is called the fourth force in psychology because like psychoanalysis, behaviorism, and humanistic psychology before it, it is on the cutting edge of what it means to be fully human. It seeks to develop a comprehensive understanding of human nature which also takes into account the dynamic role of motivation and the human spirit in the equation of excellence, well-being, and dynamic living. Transpersonal psychology seeks to understand how imagination, inspiration, intuition, creativity, and insight operate. These human resources provide what are called higher states of awareness because they help people view their lives from a higher point of view; clarify their values; strengthen, regenerate and renew themselves at the deepest levels; touch and empower the human spirit; and help them experience a sense of the unity which underlies all creation. Transpersonal psychology seeks to learn how to develop these human resources because they play such an important role in personal, professional, and communal lives. (ABL)

ED 302 773 CG 021 363

Stoltenberg, Cal; Holmes, Deborah
A Comparison of Counseling Supervisors' and Trainees' Perceptions of Development.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; *Developmental Stages; Higher Education; Models; *Participant Satisfaction; Practicums; *Student Evaluation; *Supervisors

Stoltenberg's (1981) counselor complexity model, a developmental model of the supervision process, conceptualizes the training process as a sequence of four identifiable stages through which a trainee progresses: dependency, dependency-autonomy conflict, conditional dependency, and the master counselor. Evidence has been found in support of developmental models of supervision in general and of Stoltenberg's constructs specifically. This study investigated the degree of difference or agreement between supervisors' perceptions of trainees and their trainees' perceptions of themselves. Twenty pairs of supervisors and trainees rated the trainees on their perceived developmental level by completing the Supervisee Levels Questionnaire during the third week of the practicum and again at the end of the semester. A correlational analysis indicated a positive relationship between the trainees' ratings of satisfaction with supervision and their perception of developmental growth over the course of the semester. The results indicated that the larger the difference between the pretest and the posttest ratings, the greater the degree of satisfaction reported by the trainees. In addition, the greater the difference between the trainees' and the supervisors' initial perception of the trainees' development, the greater the subsequent satisfaction with the supervisor. (NB)

ED 302 788 CG 021 379

Legal Dispositions and Confinement Policies for Delinquent Youth.
State Legislative Report, Vol 13, No. 23.

National Conference of State Legislatures, Denver, CO.

REPORT NO.- ISBN-1-55516-184-7
PUB DATE- Jul 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Criminals; *Decision Making; *Delinquency; Delinquent Rehabilitation; *Juvenile Courts; Placement; Punishment; *Sentencing; State Government; *State Legislation; State Surveys; Youth Problems

This report explores current state laws regarding dispositional options for adjudicated delinquents; examines decision-making responsibility for placement, sentence length and discharge within state juvenile justice systems; and highlights some of the more innovative state approaches in juvenile justice dispositions and sentencing practices. Data for the report were gathered from a 50-state survey about statutory provisions and administrative practices regarding juvenile justice. Disposition options described include supervised release in the community; out-of-home placement in either a secure or non-secure setting; financial penalty; or service work. A section on deciding dispositions and placements explains that specific statutory prohibitions control the circumstances under which certain dispositions may be used, and that procedural checks have been instituted to disperse the decision-making power of the court. In the area of disposition or sentencing guidelines, the report states that guidelines are becoming more common in juvenile courts with about one-half of the states providing some general criteria for court and corrections personnel to utlize in determining sentences. The report concludes that states generally provide juvenile justice decision-makers with a wide range of dispositional options from which to fashion the most appropriate treatment plan for delinquent youth, but acknowledges that states have moved toward commitment procedures that limit the discretion of the juvenile courts or shift placements, sentence, and discharge decisions to others. (ABL)

ED 302 864 CS 506 515

Bengtsson, Hans
Psychological Mechanisms in Children with Deficient Empathy and Sympathy.
Lund Univ. (Sweden).
SPONS. AGENCY- National Swedish Board of Education, Stockholm.
PUB DATE- Nov 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Empathy; Foreign Countries; Intermediate Grades; *Interpersonal Communication; Personality Development; Personality Studies; Personality Traits; *Psychological Characteristics; Social Development; Social Influences
IDENTIFIERS- Sweden; *Sympathy

The development of empathy, sympathy, and consideration for others ranks as an important ingredient of social education in schools. To get across to children with deficient empathy and sympathy, knowledge about their psychological mechanisms is necessary. A project on "Psychological Mechanisms in Children with Deficient Empathy and Sympathy" was elaborated to contribute to that kind of knowledge. The work of the project, however, will also entail a development of methods. The techniques which are being developed in the course of the project will be applicable to an evaluation of the effect of different interventions aimed at promoting empathetic attitudes. (RAE)

ED 302 893   EA 020 548

Romberg, Thomas A.
Policy Implications of the Three R's of Mathematics Education:
Revolution, Reform, and Research.
PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Change; Educational Policy; Educational Quality; Educational Researchers; *Educational Trends; Elementary Secondary Education; *Mathematics Education; *Mathematics Instruction; *Mathematics Teachers

This paper examines the recent growth and changes in the discipline of mathematics, as well as current trends in the research on the teaching and learning of mathematics. The focus of this paper is revolution, reform, and research and their effects on school mathematics. The first section deals with revolution with regard to the teaching of mathematics and the pressure for reform as a result of inadequate schooling in this area. The second section summarizes the typical reactions of mathematics educators, educational researchers, and educational policymakers to the calls for reform. The third section discusses the importance of reliable knowledge and the information and insights that can be derived from research. A summary of key concepts is presented as well as recommendations. Appended are 56 references. (SI)

ED 302 910 EA 020 578

From Recommendations to Reality. A Paper on School Reform Issues.

New York State Council of School Superintendents, Albany.

PUB DATE- 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Policy; Educational Technology; Elementary Secondary Education; Governance; *Leadership; Public Schools; *Standards; State Action; State Departments of Education; *State School District Relationship; *Superintendents; Teacher Education; Teacher Improvement; Teacher Salaries
IDENTIFIERS- *New York

This paper offers an action plan that facilitates the implementation of educational reform in New York State by taking into consideration the major recommendations of four recognized publications: "A Nation Prepared: Teachers for the 21st Century," "The Revolution That Is Overdue: Looking Toward the Future of Teaching and Learning," "Time for Results: The Governor's 1991 Report on Education," and "Tommorrow's Teachers: A Report of the Holmes Group." The action plan implores superintendents to ready their districts' internal and external constituencies for statewide restructuring and reform efforts by clarifying, identifying, and dealing with the major political, legal, financial, economic, and conceptual (philosophical) issues. It requires policymakers and superintendents jointly to pinpoint leadership for reform components within the total reform initiatives suggested by the four national reports. Furthermore, it describes a revised organizational framework within which statewide policymakers and superintendents may collaborate to identify financial resources and to implement meaningful educational change. (JAM)

ED 302 940 EA 020 628

Gillman, Thomas V.
Change in Public Education: A Technological Perspective. Trends & Issues, Series Number 1.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-0976
PUB DATE- Jan 89
NOTE- 32p.
CONTRACT- OERI-R-188062004
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; $2.50 handling charge on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adoption (Ideas); Change Strategies; Computers; *Computer Uses in Education; Educational Innovation; Educational Policy; *Educational Technology; Elementary Secondary Education; Formative Evaluation; Long Range Planning; *Microcomputers; Program Administration; Program Evaluation; *Program Implementation; *Public Education

This paper is one in a series of studies which highlight and synthesize recent research and practice in educational management. The paper presented here discusses recent research findings and current practice on the adoption, implementation, and integration of microcomputers into the instructional program at the elementary and secondary levels. The first part draws upon a recent two-year study that examined the empirical information derived since 1980 on the adoption, implementation, and integration of microcomputers within the elementary and secondary instructional program in the United States. The research findings are organized around six contextual divisions identified in the study: setting, resources, governance, implementation, process evaluation, and integration. The subsequent section discusses general implications for action, focusing on two primary areas of responsibility: (1) incorporating computer literacy as an integral part of the curriculum at all instructional levels and (2) exploiting the potential of this technology for improving instructional methodology. The correlates of educational policymaking relative to microcomputer adoption focus on three types of reinvention: operational, technical, and managerial. The final section is a case study of Sacramento City Unified School District's strategic plan entitled "Opportunity 21: A Guide to the Twenty-First Century." This strategy incorporates planning and feedback processes that are critical to the full integration of educational technology into the schools. The 12 most important ideas to emerge from the research are summarized, and a bibliography is included. (TE)

ED 302 984 EC 211 871

Design Guidelines: Study of Handicapped Accessibility in South Carolina State Parks.

South Carolina State Dept. of Parks, Recreation, and Tourism, Columbia. Div. of Engineering and Planning.

SPONS. AGENCY- National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- Sep 86
NOTE- 131p.; For related document, see EC 211 870.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Accessibility (for Disabled); Building Design; *Park Design; *Physical Disabilities; Physical Mobility; *Recreational Facilities; *State Standards
IDENTIFIERS- *South Carolina

The publication provides guidelines for the design of new facilities or rehabilitation of existing facilities to accommodate physically handicapped persons in the South Carolina State Parks system. The guidelines are also recommended for use in regional, special district, county, and municipal parks within the state. The guidelines were developed within the context of the following goals: (1) making facilities more accessible without destroying the character of the site, and (2) providing different levels of challenge and individual options. The first section gives general standards for the following: space allowances and reach ranges, clear floor or ground space for wheelchairs, controls and operating mechanisms, seating, tables, and work surfaces. Following sections provide standards on: circulation within the park (vehicular parking, walkways, paths, entrances and exits to buildings); swimming (beaches, pools, lakes); boat docks; fishing facilities; picnicking (tables and benches, grills, water fountains, picnic shelters, trash receptacles); camping (developed camping, primitive camping, wilderness camping); natural/historic features (approach access, entrances, internal access); playgrounds (surfaces, swinging, sliding and climbing, balancing, games, water and sand); special programs; rental cabins and lodge rooms; amphitheatres; telephones; restrooms; signage; stores, tackle shops, and restaurants; and laundry areas. Numerous black and white drawings and diagrams illustrate the text. (DB)

ED 303 012 EC 211 900

Johnson, Peg L.
Express Yourself: Communication Disabilities Need Not Be Handicaps.

PUB DATE- 87
NOTE- 182p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($9.95 plus $2.00 postage and handling, Catalog No. 7593-B).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Aids (for Disabled); *Communication Disorders; Computer Software; *Computer System Design; *Electronic Equipment; Financial Support; *Input Output Devices; *Microcomputers; Needs Assessment; Selection; Speech Synthesizers
IDENTIFIERS- *Augmentative Communication Systems

Individuals with communicative disorders can achieve self-expression through the use of portable electronic augmentative communication aids. Real-life examples describe how individuals use microcomputers and other communication aids, such as "Express III," "Light Talker," "Phonic Mirror Handivoice 110," "Canon Communicator Mark II," "TETRAscan," "Votrax Speech Synthesizer," "Gemini Eye Printer," "Rescue Speech System," "Softkey System," "Koala Pad," "Echo GP," "AVOS System," and software using Blissymbolics. To select the best device, prospective users must identify the need for a communication device, the degree to which it will be used, limitations imposed by the disability, and particular functions required. Important factors to consider include communication speed, independent operation, input methods, types of output, language characteristics, flexibility and growth, feedback characteristics, portability, costs, and service and support. An overview is presented of types of portable communication devices, covering: devices using direct selection for input, scanning, or either; devices for individuals who are blind, visually impaired, deaf-blind, or hearing-impaired; telephone devices for motor-impaired persons and for speech amplification; and speech synthesizers. Sources of funding are identified, along with steps in developing a funding plan. The book concludes with an outline of trends and challenges, and a list of resources, including manufacturers of communication aids, organizations, etc. (JDD)

ED 303 026 EC 212 119

Leach, Lynda N.; Harmon, Adrienne S.

Annotated Bibliography on Transition from School to Work. Volume 3.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 284p.; For volumes 1 and 2, see ED 279 115 and ED 291 168.
CONTRACT- 300-85-0160

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Federal Aid; High Schools; Resources; *Transitional Programs

The annotated bibliography cites and abstracts 457 documents, originally published from about 1976 through 1987, concerned with the transition of handicapped students from school to work. Citations include journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, and research reports. Although citations are in no particular order, an author index, a descriptor index, and a title index provide access. Also provided is a listing of those documents developed by the Transition Institute at the University of Illinois which can be obtained through the ERIC (Educational Resources Information Center) system. A "Project Products Listing" is organized by competition number and lists material developed by particular currently funded projects. The OSERS (Office of Special Education and Rehabilitation Services) Project Listing provides contact information for currently funded projects. (DB)

ED 302 642 CE 051 603

Asefa, Sisay, Ed.
World Food and Agriculture. Economic Problems and Issues.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-066-X
PUB DATE- 88
NOTE- 148p.; Papers presented during the Annual Economics Lecture Series (22nd, Kalamazoo, MI, 1986-1987).
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($8.95 paperback--ISBN-0-88099-066-X; $15.95 hardcover--ISBN-0-88099-067-8).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Agriculture; Developing Nations; *Economic Development; Foreign Countries; *Hunger; Postsecondary Education; Poverty; Rural Development; Rural Education; Technological Advancement; *World Problems
IDENTIFIERS- Africa; *Foreign Aid

This book contains a series of essays based on public lectures delivered by six agricultural economists during the 1986-1987 academic year at Western Michigan University. Some of the main issues and problems addressed in the essays are the role of technical change in agricultural development, the value of learning from historical and comparative experience in tackling rural and agricultural development problems, the role of foreign assistance in agricultural and rural development, and the current problem of hunger in Africa. The following essays are included: "Technical Change and Agricultural Development" (Vernon W. Ruttan); "The Political Economy of Agricultural and Rural Development" (Bruce F. Johnston); "Foreign Assistance and Agricultural Development: Implications of the Past 25 Years for Policy Conditionality, Capacity Building and Sustainability" (Uma Lele); "United States Agriculture in the Global Context" (John W. Mellor); "Foreign Assistance and American Agriculture" (C. Peter Timmer); and "Ending African Hunger: Six Challenges for Scientists, Policymakers and Politicians" (Carl K. Eicher). (MN)

ED 302 670 CE 051 670

Legal Office Procedures: Task Analyses. Competency-Based Education. Review Draft.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

PUB DATE- 85

NOTE- 132p.; For a related document, see ED 301 651.

GRANT- VA-82-C-132-2-AD-001

AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($7.61).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Behavioral Objectives; Business Skills; Community Colleges; Competency Based Education; *Course Content; Criterion Referenced Tests; Job Skills; Learning Activities; *Office Machines; *Office Occupations Education; Office Practice; Secondary Education; *Task Analysis; *Typewriting

IDENTIFIERS- *Law Offices

This task analysis guide is intended to help teachers and administrators develop instructional materials and implement competency-based education in a course on legal office procedures. Section 1 contains a validated task inventory for legal office procedures. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids is provided. In this section, tasks are arranged by worker duty area only, and no attempt is made to sequence tasks in instructional order. Section 2 provides a description of the business education program that incorporates legal office procedures. These materials follow: course description, task sequence list that provides a suggested order of the task inventory for actual course instruction, and a course content outline. The instructional topics within the course content outline have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. An appendix lists reference materials useful in developing competency-based instructional course materials for legal office procedures. (YLB)

ED 302 803 CG 021 394

Lester, Juliette N.

Coordinating Career Counseling and Occupational Information Systems in the United States.

PUB DATE- 26 Jan 88
NOTE- 15p.; Paper presented at the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; *Career Development; *Coordination; *Federal Programs; *Occupational Information
IDENTIFIERS- Career Information Delivery Systems; *National Occupational Information Coordinating Com; *State Occupational Information Coordinating Comm

The United States Congress established the National Occupational Information Coordinating Committee (NOICC) and the network of State Occupational Information Coordinating Committees (SOICCs) in the Education Amendments of 1976. NOICC and SOICCs were mandated to foster coordination and communication among producers and users of occupational information for career decision making, and program planning. Subsequent federal legislation expanded the Committees' membership and strengthened the mission. In developing systems to accomplish the mandates, the NOICC/SOICCs network has initiated and implemented Occupational Information Systems (OIS) used for planning education and training programs in 38 states and 7 territories. In addition, there are currently in operation 46 state-wide Career Information Delivery Systems (CIDS) serving approximately 7 million users each year at more than 18,000 sites. Other projects initiated or supported by NOICC include Improve Career Decision Making projects; military career information projects; audiovisual career information enhancement products; and the National Guidelines for Career Development project. (ABL)

ED 302 819 CS 009 467

Montague, Marjorie
Story Grammar and Learning Disabled Students' Comprehension and Production of Narrative Prose.
PUB DATE- Oct 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Florida Reading Association (26th, Orlando, FL, October 12-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Learning Disabilities; Reading Comprehension; Reading Processes; Reading Research; *Story Grammar; Story Telling
IDENTIFIERS- Narrative Text; Story Completion; Story Schema

A study investigated both quantitative and qualitative differences between learning disabled (LD) and nonlearning disabled (NLD) subjects across three grade levels on two tasks requiring active processing of story grammar. Twelve LD and 12 NLD subjects were randomly selected from grades 4-5, 7-8, and 10-11 in a southwestern Florida school district. In the first task, subjects gave an oral retelling of "Judy's Birthday," a story used in a previous study. For the second task, a creative writing task, a story starter was selected from another story grammar study. For the first task, protocol scoring consisted of parsing and categorizing 25 propositions for "Judy's Birthday," and identifying the intercategory, intracategory, and single statement reversals, as well as the substitutions, additions, and deletions of material. Scoring procedures for the second task consisted of simply parsing and categorizing the story propositions. Analysis revealed that for both tasks, there were no developmental differences in relation to either story comprehension or production. However, there were significant differences between LD and NLD students in the amount

and type of information included in the retellings and written stories. Results suggested that LD students had acquired a rudimentary but not fully developed schema for narrative prose. (Author/MM)

ED 302 833 CS 009 484

Allen, Robert
Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students.
PUB DATE- 88
NOTE- 131p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Holistic Approach; *Inservice Education; *Parent Participation; Parent School Relationship; Parent Student Relationship; Parent Workshops; *Reading Improvement; Reading Skills; Reading Strategies; *Remedial Programs; *Remedial Reading; School Surveys
IDENTIFIERS- *Whole Language Approach

Designed to expand the scope of the inservice reading program to help parents understand the whole language reading strategies used to remediate students, a practicum conducted a parent survey, carried out parent training sessions, and evaluated the program's success. The practicum focused on 323 parent participants from five Chapter 1 elementary school districts (schools with large numbers of low-income, educationally deprived students). A parent survey and needs assessment were conducted, after which the writer developed and facilitated inservice whole language reading training sessions which focused on helping parents better understand whole language listening, speaking, reading, and writing strategies. Evaluation indicated that parent understanding of these strategies increased overall 87% for whole language writing strategies and 95% for whole language reading strategies, with 94% of the parent participants rating the inservice program excellent. (Five tables of data are included. Twenty references and 12 appendixes including survey instruments, needs assessment test data, a parent inservice overview, and read-aloud picture book suggestions, conclude the report.) (SR)

ED 302 878 EA 020 455

Gilman, David A.; Miller, Melinda
An Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County.
Indiana State Univ., Terre Haute. Professional School Services.
PUB DATE- 8 Aug 88
NOTE- 42p.; Prepared for the Southeast Dubois County School Corp., Ferdinand, Indiana. Printed on colored paper; some broken type in appendices. For related documents, see ED 299 681 and ED 299 710.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Inservice Education; *Peer Teaching; *Scores; *Staff Development; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *Attitude Inventory; *Southeast Dubois County School Corporation IN

This study investigated the effects of Teachers Teaching Teachers, a staff development project employing peer coaching methods, on public school educators' attitudes and beliefs. The 6-month project involved 13 teachers, administrators, and other school personnel in the Southeast Dubois County School Corporation (Ferdinand, Indiana). All participants were pretested and posttested on Likert Bipolar Attitude Inventories and Osgood's Semantic Differential Scales designed to measure desirable teacher characteristics. Similar measures were also administered to elementary and secondary students being taught by participating teachers. Results indicated that the mean scores for seven of the nine desired outcomes increased during the project. Significant differences were found for the teachers' perceptions of other persons, attitude toward administrators, and attitude toward differentiated staffing. Two pretest measures were higher than the posttest measures, but these differences were not significant. Significant differences favoring the posttest were found for the elementary and secondary students' perceptions of their teachers' effectiveness. Overall, the results support the effectiveness of Teachers Teaching Teachers as a technique for enhancing positive educator attitudes and beliefs. Included are 22 references and 2 appendices containing summary statistics and measuring instruments used in the study. (MLH)

ED 302 926 EA 020 608

Sistrunk, Walter E.
A Study of the Impact of the Educational Reform Movement on Mississippi Schools.
PUB DATE- Nov 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Assocation (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; *Educational Change; Elementary Secondary Education; *Excellence in Education; Personnel Needs; *State Legislation; *State School District Relationship; Surveys; Teacher Alienation; Teacher Attitudes; Teacher Morale
IDENTIFIERS- *Mississippi; Mississippi Educational Reform Act 1982

After the Mississippi Legislature passed the Educational Reform Act in 1982, a series of programs were implemented that brought about rapid changes with little or no input from the public school personnel who were affected by them. Accordingly, a survey was conducted of the perceptions of 150 Mississippi principals and 150 superintendents regarding the effects of educational reform. The instrument consisted of 14 questions with forced-choice responses on the effects of various reforms. Respondents were also asked to indicate the need for specialized personnel to perform 10 different kinds of specialized tasks. Findings showed that both principals and superintendents perceived the overall effect of the educational reform movement as beneficial for their schools or school districts. Nevertheless, educational reform was viewed as having a detrimental effect on the morale of their staff. Individual results of the survey for each of the questions are reported and tables are appended. (TE)

ED 302 970 EC 211 857

Thorp, Eva K.; McCollum, Jeanette A.
Defining the Infancy Specialization in Early Childhood Special Education.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 17p.; In: Jordan, June, Ed. And Others; Early Childhood Special Education: Birth to Three; see EC 211 851.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Delivery Systems; *Disabilities; Early Childhood Education; Infants; Interdisciplinary Approach; Interpersonal Competence; *Minimum Competencies; *Performance; Personality Traits; *Professional Education; Professional Training; *Specialization; Teamwork
IDENTIFIERS- *Early Intervention; *Teacher Competencies

Part of a volume which explores current issues in service delivery to infants and toddlers with handicapping conditions (ages birth to 3), this chapter treats the subject of competencies needed by the early childhood special educator specializing in infancy. First, the following context variables are discussed as they relate to definitions of competencies: the service delivery pattern, program purpose and goals, participation of disciplines within the early intervention program and how they relate to one another, and the uniqueness of birth-to-3 services. Next, common core competencies necessary for any professional working in the area of infant service delivery are described and grouped in four categories: infant-related, family-related, teaming, and interagency advocacy. Within each category, competencies specifically applicable to the infant special educator are delineated (e.g., knowledge of infant cognitive, social, and affective development). Desirable personal attributes (flexibility, maturity, independence, willingness to share, and tolerance) are seen as crossing all disciplines. The final section offers a conceptual model that may be used in considering issues related to delineating personnel standards for service programs, specifying licensure structures for personnel, and designing personnel training programs. References are appended. (JW)

ED 302 997 EC 211 884

Bolton, Susie; And Others
Jean Piaget Archives Bibliography on Mental Retardation.
Vocational and Rehabilitation Research Inst., Calgary (Alberta).
PUB DATE- Jun 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Development; *Cognitive Development; Concept Formation; *Developmental Psychology; Elementary Secondary Education; *Mental Retardation; Perceptual Motor Learning; *Piagetian Theory; Play; Preschool Education; Student Evaluation
IDENTIFIERS- Piaget (Jean)

This bibliography lists all entries from the Jean Piaget Archives Catalogues dealing with mental retardation. The list, including almost 200 entries, encompasses four works by Piaget himself, one collaboration, and 189 works by other authors. Entries are arranged in order by their publication in one of the 12 catalogues of the archives, providing a roughly chronological approach. The list includes primarily items in English, with some in French, German, Italian, and Spanish. Each entry is identified by a key word to aid searches for specific subjects. Key words include, among others: assessment, cognitive development, concept identification, concept of number, concept of space, conservation, education, imitation, memory, moral judgment, parents, pathology, perception, play, problem-solving, reasoning, sensorimotor development, stimulation, and symbolic play. (JDD)

ED 302 627   CE 051 373

Gourley, Frank A., Jr.

Assessment of Knowledge and Skills Needed in Selected Engineering Technician Fields: Mechanical/Manufacturing/Industrial.

North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- 87
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; *Content Analysis; Curriculum; Educational Research; Employer Attitudes; *Engineering Drawing; *Engineering Technicians; *Engineering Technology; Industry; *Manufacturing; Mechanical Design Technicians; Postsecondary Education; *Skill Analysis; Skills; State Programs; State Surveys; Statistical Analysis; Student Attitudes; Teacher Attitudes; Technology
IDENTIFIERS- North Carolina

A study identified the essential educational topics and the level of proficiency perceived to be required in these topics for selected two-year engineering technology programs in North Carolina. The four curricula studied were mechanical engineering technology, mechanical drafting and design technology, manufacturing engineering technology, and industrial engineering technology. Respondents to a questionnaire included 48 graduates, 49 employers, 39 North Carolina instructors, and 42 out-of-state instructors (45 percent return). Respondents identified educational topics they perceived as essential for each of the four programs. Statistical analysis techniques used to identify these topics as essential were the frequency of response to proficiency levels and factor analysis. Proficiency levels required in classwork and laboratory were identified for each topic in each of the programs using frequencies of response. Differences in the opinions of employers, graduates, North Carolina instructors, and national instructors were determined for each topic in both classwork and laboratory. Topics common to more than one program were identified. Conclusions were that each curriculum was perceived to be unique, the four subgroups of respondents generally agreed regarding topics in each curriculum, and discrepancies exist between respondent opinions and existing curriculum guides. (Appendixes include summaries of findings and correspondence.) (YLB)

ED 302 700 CE 051 729

Juvenile Counselor Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
California State Board of Corrections, Sacramento.
PUB DATE- 87
NOTE- 133p.; For related documents, see CE 051 717-725, 730-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Correctional Rehabilitation; *Counselor Evaluation; Counselor Qualifications; Counselors; *Counselor Selection; Counselor Training; Delinquency; Employment Qualifications; Entry Workers; Evaluation Criteria; *Job Analysis; *Occupational Tests; Postsecondary Education; Predictive Validity; Research Methodology; *Test Validity
IDENTIFIERS- *California

These two reports describe the research, analysis, and results of the second phase of a three-phase research study sponsored by the Standards and Training for Corrections Program (STC) of the California Board of Corrections. The validation report consists of seven chapters. Following an introductory chapter that explains the rationale for the program and documents the approach, the remainder of the report describes the methods used to develop and validate entry-level selection procedures, especially for juvenile counselors. Chapter 2 summarizes the job analysis results that formed the foundation for predictor and criterion development. Development of the predictors and criteria are described in Chapters 3 and 4. Chapter 5 describes the methods used to collect predictor and criterion data from a sample of approximately 200 juvenile counselor incumbents and their supervisors. Chapter 6 reports the methods used to analyze the predictor and criterion data and documents the results of those analyses. Finally, Chapter 7 reviews the results with an eye toward their interpretation and the implications they have for use of the Juvenile Counselor examination as part of the preemployment selection process of participating agencies. The technical adequacy report examines the criterion data collection and the adequacy of the sample to confirm the technical adequacy of the research described in the validation report. (KC)

ED 302 759 CG 021 347

Kwalick, Barry; And Others
CUNY/BOE Student Mentor Program: A Collaborative Program. Mentor Handbook.
City Univ. of New York, N.Y. Office of Urban Affairs.; New York City Board of Education, Bronx, N.Y.
PUB DATE- 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *College School Cooperation; *College Students; *Dropout Prevention; *Dropout Programs; Higher Education; High Schools; *High School Students; Interpersonal Relationship; *Mentors; Role Models

The City University of New York/New York City Board of Education (CUNY/BOE) Student Mentor Program is a collaborative program sponsored by the CUNY Office of Student Affairs in which college students serve as mentors to high school students. The main goal of the program is to form solid relationships between college and high school students in order to prevent the high school students from dropping out of school. This is a handbook designed to prepare college students for their roles as mentors for which they earn college credit and are graded. The handbook begins by defining "mentoring" and giving an overview of the program, including its origins, goals, and structure. Information about potential concerns is given in the form of 12 questions and answers. Topics include: what is expected of the mentor, characteristics of the mentee, how mentors and mentees are paired, when and how mentors and mentees will meet together, content of the program, and kinds of activities for mentors and mentees to do together. Advice on dealing with difficulties in mentoring is provided. Appendices include the mentee parent letter and permission form, mentee commitments, guidelines for goal setting, and sample goal planning worksheets. (ABL)

ED 302 849 CS 211 625

Moberg, Goran

Merging Computer Writing & Collaborative Learning: The Role of Space in Room N779.

PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Higher Education; Peer Teaching; Student Attitudes; Teacher Student Relationship; Teaching Methods; *Word Processing; Writing Improvement; Writing Instruction
IDENTIFIERS- *Collaborative Learning; Collaborative Writing

At Borough of Manhattan Community College in New York City about a dozen teachers teach English composition in a special room (N779): 25 computers along the 4 walls frame the large arena in the center which holds several work tables, each one surrounded by 6 chairs. The room is an eco-system designed for learning about text production. The most exciting, least-common denominator that can be extracted from the writings of people like Ann Berthoff, James Britton, Ken Bruffee, Peter Elbow, and James Moffett seems to be that the best teaching is that which teaches the least. The most obvious practical application of this abstract idea was encouraging the students to do peer collaboration or "group work." Each group decides whether to first write their stories or arguments on the computer or to collaborate at their table. Each student is usually working on several essays and has to decide which one to revise or complete that particular day. Students in N779 chiefly learn--in a relatively safe environment--to practice taking risks that all successful writers must do. With the new room space design, collaboration is spontaneous. Although the students say they dislike writing, they act as if they like it, and although the teacher has transferred much authority to the student groups, he or she now has more control than ever. (RAE)

ED 302 894 EA 020 549

Buzzelli, Charlotte Grace
Pi Lambda Theta Summer 1988 Orient Study Tour, University of Hawaii at Manoa Campus. Course Title: International Education and East Asia. Research Report.
PUB DATE- 88
NOTE- 23p.; Requirements for EDEF 581-N, University of Hawaii, Manoa.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Comparative Education; *Educational History; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; International Educational Exchange
IDENTIFIERS- *Japan; *Korea

This study compares the educational history, present educational systems, and current educational practices of Japan and Korea for the purpose of applying the study's results to improving elementary, secondary, and higher education liberal arts curricula in the United States. Framing the report is the notion of international educational exchange in an interdependent, interrelated world. In addition, the report offers an annotated bibliography of literature relevant to its research. It concludes by suggesting that the United States borrow Korean and Japanese educational practices that have contributed to the economic growth in these countries so that it too may economically grow and profit from similar investments in education. (JAM)

ED 302 911 EA 020 580

Welch, A. R.
Australian Education and the Pacific Rim: An Emerging Relationship.
PUB DATE- Nov 87
NOTE- 33p.; Paper presented at the Western Region Conference of the Comparative and International Education Society (Los Angeles, CA, November 12-14, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developing Nations; *Educational Policy; Foreign Countries; *Foreign Students; Higher Education; Intercultural Programs; *International Cooperation; *International Educational Exchange; International Programs; International Relations; Multicultural Education; *Technical Assistance
IDENTIFIERS- *Australia; *Pacific Rim

This paper documents the emerging relationship between Australian higher education and the Pacific Rim countries. It offers a chronology of this mutual affiliation and discusses the purposes of Australia fostering its Asian connection within the framework of recent trends to privatize higher education. These purposes include but are not limited to furthering economic ties and multicultural exchanges. In addition, it describes the advantages and disadvantages of fitting changing Australian multicultural domestic and foreign economic and educational policies and practices to joint economic development and intercultural exchange endeavors. (JAM)

CERI's 20th Anniversary: A Special Supplement. Innovation in Education: News from the OECD-Paris, No. 51.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- Dec 88
NOTE- 9p.
AVAILABLE FROM- Publications, OECD, 2 Rue Andre-Pascal, 75775 PARIS CEDEX 16.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Day Care; Developed Nations; Disabilities; Early Childhood Education; *Educational Development; *Educational Innovation; *Educational Research; Elementary Secondary Education; Equal Education; Intercultural Communication; Multicultural Education; Quality of Working Life; *School Effectiveness; *Teacher Effectiveness; Young Children
IDENTIFIERS- *Centre for Educ Research and Innovation (France); *Organisation for Economic Cooperation Development

This newsletter briefly discusses three topics generated from the continuing work in the field of education of the international

Organisation for Economic Cooperation and Development (OECD) and the Centre for Educational Research and Innovation (CERI). The topics are titled: (1) The Contribution of Research, Innovation and Development to Effective Learning and Schooling; (2) The Contribution of Research, Innovation, and Development to the Understanding of New Education and Work Relationships; and (3) The Contribution of Research, Innovation, and Development to the Understanding of New Education and Socio-Cultural Relationships. In addition, it evaluates the interface between social policies and education policies of several CERI projects as to program commitment to equality of opportunity, early childhood care and education, teaching handicapped adolescents, and integration of diverse minorities. The newsletter concludes by arguing that the rate of improvement in these areas must accelerate. (JAM)

ED 303 027 EC 212 829

Moore, Mary T.; And Others
Patterns in Special Education Service Delivery and Cost.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Dec 88
NOTE- 249p.
CONTRACT- 300-84-0257
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adapted Physical Education; Ancillary School Services; *Cost Estimates; Delivery Systems; *Disabilities; Educational Finance; Elementary Secondary Education; *Expenditure per Student; Hospital Schools; Preschool Education; *Program Costs; Residential Programs; Resource Room Programs; School District Spending; Special Classes; *Special Education; *Unit Costs; Vocational Education

Initiated in response to a Congressional requirement in the 1983 amendments to the Education for All Handicapped Children Act, this report provides nationally representative estimates of the per-pupil expense of educating students with disabilities. The estimates are derived from information gathered through a 1985-86 school year survey in a sample of 60 school districts located in 18 states. Based on the Resource Cost Model, the survey gathered information about the resources, pricing, and pupil enrollments of all special and regular education programs and services provided to students in the sampled districts. Resources were broken down into personnel, supplies, materials, equipment, energy, and space associated with each program. Five categories of special education programs were studied: preschool, resource, self-contained, residential, and home/hospital. Supplemental service expenditures were also analyzed, including related services, adaptive physical education, and special vocational instruction. In addition, the study documents expenditures for district-level and school-level support services, including supervisory and administrative personnel, curriculum coordinators, community liaison staff, attendance officers, research and evaluation, etc. Five categories of service providers were examined: school districts, cooperatives, other state and local agencies, private schools, and purchased services. The 1985-86 data are compared with per-pupil expenditures obtained from an earlier study conducted in 1977-78. (JDD)

ED 302 657 CE 051 630

Handbook for Short-Term Training.

Murray State Univ., Ky.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 30 Jun 88
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Cooperative Programs; *Course Organization; Educational Needs; Education Work Relationship; Industrial Training; Inplant Programs; Institutional Cooperation; Job Training; Needs Assessment; Postsecondary Education; *Program Development; *Program Implementation; *Retraining; *School Business Relationship; Staff Development
IDENTIFIERS- *Short Term Training

This handbook was designed to provide information necessary for school teachers/administrators to develop an effective and thorough short-term adult upgrade program plan for businesses and to provide advice and suggestions for implementing the plan. The guide is organized in seven sections, plus extensive appendixes. The first section introduces the idea of school-business collaboration for retraining workers, and the second section outlines the role of the industrial coordinator in planning adult upgrade programs. The third, fourth, and fifth sections describe the planning, implementation, and in-progress stages of a short-term industrial training program. The sixth and seventh sections describe the program's follow-up and close-out stages and provide miscellaneous details. The appendixes focus on needs assessments, sample surveys of business and industry, examples of training programs, suggested forms, tips for developing programs, administrative aspects of training programs, and a short-term training check sheet. (KC)

ED 302 685 CE 051 706

Kinzer, Allen O.
Education and the Global Marketplace.

PUB DATE- 3 Dec 88
NOTE- 11p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 3, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Development; *Educational Practices; Employer Employee Relationship; *Employment Practices; Foreign Countries; Futures (of Society); *Job Training; *Organizational Climate; Postsecondary Education; *Productivity; *Retraining; Secondary Education; Technological Advancement
IDENTIFIERS- *Honda of America

Honda of America is part of a global company that strives to be competitive all over the world. In order to maintain and increase its competitiveness, the company focuses intensely on training and retraining its workers and on fostering team spirit. The company maintains extensive training facilities that offer many courses to employees. Employees learn new jobs often, even twice a year. In addition, hundreds of employees go to Japan every year for training in new manufacturing processes. Honda's commitment to education is symbolized by its "racing spirit," taken from its auto racing success. The "racing spirit" philosophy has five components: (1) seek the challenge; (2) be ready on time; (3) teamwork; (4) quick response; and (5) winner take all. These principles can be applied to education; educators can use them to prepare students for the realities and opportunities of the more competitive global environment of tomorrow. (KC)

ED 302 716 CE 051 766

Keyboarding Curriculum Guide.

Nebraska Univ., Lincoln.

SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE- 88
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; Elementary Secondary Education; Job Application; *Keyboarding (Data Entry); *Learning Activities; Lesson Plans; Office Occupations Education; Postsecondary Education; *Skill Development; State Curriculum Guides; *Typewriting; Word Processing
IDENTIFIERS- Nebraska

This curriculum guide was developed to help teach keyboarding skills for computer use at all educational levels, especially in Nebraska. Following a position paper that explores the rationale for teaching keyboarding, the curriculum guide is organized in eight units that cover the following topics: equipment; technique; keyboarding; formatting; composition; skill building; proofreading/editing; and the job application process. Each unit (or subunit as needed) contains a unit identification, recommendation, accountability (i.e., objective), unit evaluation, unit learning materials, unit resources, teacher strategies keyed to student activities, and information sheets. Materials are illustrated with line drawings. (KC)

ED 302 730 CE 051 835

Miller, Minor R.
Workforce 2000: Education-Training-Skills.
PUB DATE- 3 Dec 88
NOTE- 15p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demography; Educational Change; *Futures (of Society); *Job Training; *Labor Force; *Noncollege Bound Students; *School Role; Secondary Education; *Vocational Education

The many statistical projections of what the work force of the year 2000 will be like point to one conclusion: there will not be an adequately prepared work force to meet the labor market needs unless there is a coordinated and concerted effort by the private, public, and government sectors to train and develop the needed skilled workers. The American Society for Training and Development's recently published preliminary report on the basic skills that employers want in their employees identified three components for a successful skills training program: a well-constructed action plan, a systematic approach to training design and development, and a functional context approach to job-specific training. The report concluded that there is an undeniable linkage between work force skills and the competitive cycle and that learning on the job is the principal training process. Concern was also expressed that insufficient attention is being paid to the 50 percent of persons who do not attend college and that current linkages between education, industry, and government are not strong enough to carry the load. It was concluded that top priority be given to improving the job training provided to noncollege-bound persons if the United States is to stay competitive. (MN)

Wolchik, Sharlene A.; And Others

Translating Empirical Findings into an Intervention for Children of Divorce.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
GRANT- P50-MH39246
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; *Children; *Divorce; *Intervention; Parent Role; Program Design; *Research and Development; *Theory Practice Relationship

This document describes a program for custodial parents which was designed to facilitate children's adjustment after parental divorce. Four steps in the development of the program are described: (1) examining existing literature for theoretical frameworks and empirical studies on the development of adjustment problems in children of divorce; (2) conducting generative studies to provide further insight into the processes that may lead to adjustment problems; (3) designing an intervention to affect the critical processes identified in the research; and (4) evaluating the intervention using a randomized field trial. The content and format of the program are briefly described, and plans for evaluating the efficacy of the intervention are presented. Issues such as the quality of the custodial parent-child relationship, discipline strategies, negative divorce events, contact with the noncustodial parent, and contact with nonparental adults are discussed, and the depression, anxiety, and aggression that can result from problems in these areas are considered. Intervention techniques for each of these issues are identified. (NB)

ED 302 774 CG 021 364

Lima, Bruno R.; And Others
Mental Health Problems of Disaster Victims.
PUB DATE- Oct 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Public Health Association (115th, New Orleans, LA, October 18-22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; *Mental Health; *Natural Disasters; *Predictive Validity; *Screening Tests

The mental health needs of disaster victims remains a largely neglected area, possibly due to other pressing demands placed on available resources and to the difficulties in correctly detecting psychiatric cases by the general health worker. This study attempted to use a questionnaire suitable to primary care settings for the detection of probable psychiatric morbidity among 177 adult survivors of the disaster that destroyed the town of Armero, Colombia in November, 1985. The sample was initially screened with the Self-Reporting Questionnaire. A subgroup of 104 persons was subsequently interviewed by clinical psychiatrists to assess the specific nature of the psychiatric problems and to produce Diagnostic and Statistical Manual of Mental Disorders (DSM-III) diagnoses. The results of the screening and the psychiatric interviews were compared to evaluate the sensitivity, specificity, and predictive validity of the instrument. The results indicated that the instrument was highly sensitive (.87) and predictive of a positive result (.81), with a slightly lower score on specificity (.67). Incorporating this instrument in the training of the primary care worker for the detection of psychiatric morbidity among disaster victims could prove useful. (Author/NB)

ED 302 789 CG 021 380

Stoltenberg, Cal D.
The Integrated Developmental Model of Supervision.

PUB DATE- Aug 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; *Counselor Educators; Counselors; *Counselor Training; *Models; *Psychological Patterns; *Supervision

The Integrated Developmental Model (IDM) of supervision builds upon previous models of counselor and psychotherapist development. The IDM incorporates aspects of both a mechanistic view, using the machine as metaphor, and an organismic view, using the organism as metaphor, of development in describing trainee development through three levels and into a fourth or integrated level. Generally speaking, techniques and assumptions consistent with a mechanistic or behavioral orientation appear within each level of development as skills, knowledge, etc. combine in an additive manner. The overall model in describing change between levels of development more closely follows an organismic growth or qualitative change model. The IDM describes a trainee's progression through the developmental levels in terms of three basic structures: motivation, self- and other awareness, and autonomy. This progression is assumed to proceed in a relatively orderly fashion through various domains of functioning relevant to professional activities in counseling and psychotherapy. Eight domains are identified as important to professional development: intervention skills assessment; assessment techniques; interpersonal assessment; client conceptualization; individual differences; theoretical orientation; treatment goals and plans; and professional ethics. The added specificity of the IDM should be helpful to researchers and practitioners in testing the validity of its constructs. (ABL)

ED 302 804 CG 021 395

Woodward, Paul S.
Prevalence of Alcohol Abuse among the Elderly.
PUB DATE- May 88
NOTE- 39p.; Doctoral research paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Alcohol Abuse; Evaluation Problems; *Incidence; *Older Adults; Research Methodology; *Research Problems

The current prevailing professional opinion is that the prevalence rates of alcohol abuse among the elderly are low compared to the general population. The prevalence of alcohol abuse among the elderly was examined through a review of the empirical research. This review revealed a number of serious methodological problems. The most important of these was the implicit assumption that older and younger subjects can be compared unequivocally on measures of alcohol abuse. The result is a systematic underestimation of the prevalence of elder alcohol abuse. The studies include a variety of samples from among the elderly non-patient, outpatient, and inpatient populations across the United States (and one non-American study.) Prevalence rates ranged from 0-44 percent. Most of the studies of non-patient samples produced rates at or below 12 percent; for outpatient samples in the mid-teen percentages; and for psychiatric inpatients over 20 percent. There are many developmental changes throughout the aging process that either hide or imitate the symptoms of alcohol abuse. In light of the methodological problems, alcohol abuse is likely a significant problem among the aged. Reliable estimates of the prevalence of this problem are not available. (Author/ABL)

ED 302 834 CS 009 486

Levin, Jill

Methodologies of Reading and Writing in Kindergarten.

PUB DATE- May 88
NOTE- 71p.; Several lines may not reproduce well because of marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Reading; Computer Assisted Instruction; *Educational Methods; *Kindergarten; Language Experience Approach; Phonics; Primary Education; *Reading Instruction; Reading Readiness; *Writing Instruction
IDENTIFIERS- Invented Spelling

This paper surveys methods for teaching reading and writing in kindergarten. The paper stresses the importance of accepting a child's own efforts, including invented spelling, and providing an atmosphere that encourages experimentation. Chapter 1 introduces the topic; chapter 2 provides a historical overview. The current state of the art is discussed in chapter 3, and chapter 4 presents a needs assessment. Chapter 5 discusses new directions, such as whether computers can help build reading and writing skills in kindergarten. Each chapter ends with footnotes, a 2-item annotated bibliography, and a bibliography. (SR)

ED 302 865 CS 506 516

Costanza, Jean M.

Pope John Paul II's Address to Black Catholics: A Motive Analysis.

PUB DATE- May 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Ocean City, MD, May 4-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; Audience Response; *Black Community; *Catholics; Discourse Analysis; Identification; Intercultural Communication; *Persuasive Discourse; Racial Bias; *Rhetorical Criticism
IDENTIFIERS- Catholic Church; Differentiation; John Paul II (Pope); *Rhetorical Strategies

Pope John Paul's visit to the United States in 1987 provided many opportunities for the analysis of papal rhetoric. The Pope's address to black Catholics in America may be of particular interest to those focusing on the study of intercultural or interracial communication. This address did not garner as much media attention as did some of the Pope's other meetings, perhaps because this meeting was supportive rather than adversarial. It did, however, provide an important opportunity for rhetorical analysis. Walter R. Fisher's "Motives of Communication" proved to be a useful guide in analyzing the Pope's speech when he was forced to address two conflicting images of the Catholic Church in the minds of his black audience. One image held by his audience was of the Church as a racist institution, the other as a source of spiritual fulfillment and redemption. By exploring the specific ways the Pope tried to accomplish his objectives and the effectiveness of his rhetoric this approach should offer critics a way of evaluating rhetoric that attends to motives previously thought to be completely incompatible. A rhetorical analysis of the Pope's address provides insight into the strategies employed in simultaneously reaffirming a positive image and purifying a negative image. The concepts of identification and differentiation were found to be important to the purification motive and a theme of salvation and uplift established through language was found to be crucial to the reaffirmation motive. (Forty-four notes are included.) (MS)

ED 302 927 EA 020 609

Hodge, Susie L.

A Study of the Attitudes and Perceptions of Principals toward the Adopt-a-School Program and Related Program Characteristics.

PUB DATE- Nov 88
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Analysis of Variance; *Attitude Measures; Community Involvement; *Cooperative Programs; Elementary Secondary Education; *Principals; *School Business Relationship; *School Community Relationship
IDENTIFIERS- *Adopt A School Program

The study summarized herein was undertaken to determine the attitudes and perceptions of principals toward the adopt-a-school program, the program characteristics of school adoptions, and the factors contributing to the maintenance and improvement of present and future partnerships between schools and communities. The one-way analysis of variance, ANOVA, was the statistical test used in testing the hypotheses at the .05 level of significance. The results revealed, first, a relationship between the type of adoptor and (1) the perceived extent of satisfaction with the program and (2) the perception that the adopt-a-school program provides useful motivational activities. A relationship exists between the attitude toward community involvement in general and the attitude that the adopt-a-school program fosters within the community in support of the public schools. A relationship also exists between the teaching staff size of the school and the number of adoptor organizations in the school. Statistical tables are included, along with a bibliography. (TE)

ED 302 985 EC 211 872

Equal Telecommunications Access for Deaf and Hard of Hearing Virginians (TDD/Message Relay Programs). Report to the Governor and the General Assembly of Virginia. House Document No. 9.
Virginia State Dept. for the Deaf and Hard of Hearing, Richmond.
PUB DATE- 88
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Deafness; *Speech Handicaps; State Programs; *Telephone Communications Systems
IDENTIFIERS- *Telecommunication Devices for Deaf; *Virginia

The report addresses issues of telecommunications access for hearing and speech impaired persons in Virginia. Six analyses were performed: (1) Accessibility of service organizations--over 89% of sample organizations were not accessible by a telecommunications device for the deaf and existing TDDs were underutilized; (2) Telephone use by persons with hearing impairments--20,000 to 40,000 Virginians are in need of TDDs; (3) Telephone company services--79% of companies were not accessible by TDD; (4) Message relay services--1.46% of the potential telephone service demand is being met through Virginia's relay services for this population; (5) Other related Virginia programs--there is limited placement by private and public programs of such assistive devices as TDDs, hearing aids, and telebraillers; and (6) Telecommunications access programs in other states--funding varied widely with budgets from a few thousand to $15 million annually. Specific recommendations resulting from the analyses include: an executive order that all state agencies and activities become TDD-accessible; promoting use of telecommunications access strategies by individuals, private, and public organizations; central coordination of state efforts to improve telecommunications access; state financial assistance to message relay services; distribution of TDDs to private persons in need with functional impairments of speech or hearing. (DB)

ED 302 998 EC 211 885

Gourlay, Traci
Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches.
Vocational and Rehabilitation Research Inst., Calgary (Alberta).
SPONS. AGENCY- Alberta Social Services and Community Health, Edmonton.

PUB DATE- Aug 88
NOTE- 16p.; Selected aspects of the document were presented at the Annual Meeting of the American Association on Mental Retardation (112th, Washington, DC, May, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Developmental Disabilities; *Diagnostic Tests; Evaluation Methods; Evaluation Needs; *Evaluation Problems; *Job Skills; Job Training; Measurement Techniques; *Needs Assessment; Program Effectiveness; *Qualitative Research
IDENTIFIERS- *Supported Work Programs

Quantitative assessment instruments have been developed to identify those skills or behaviors which individuals with developmental disabilities need in order to become competitively employed, and to measure individuals' progress in the program and hence measure program effectiveness. Such assessment instruments are problematic, as each employment situation uniquely requires its own particular combination of skills. An attempt to apply quantitative assessment tools in a supported employment situation found that: (1) no job situation existed which required clients to demonstrate many of the skills or behaviors listed on the assessments; (2) some skills/behaviors listed on the assessments were irrelevant to the job situation; and (3) other relevant skills/behaviors were not listed. The second purpose of assessments, the measurement of program effectiveness, is only appropriate for groups of subjects and does not appropriately measure program effectiveness for individuals. Nor is the use of single subject designs appropriate, as they call for treatments that are introduced either systematically or randomly. A qualitative process model is suggested, where the actual process of implementing the model reveals the relevant variables of the job situation. Items in a qualitative assessment are not quantified but serve as reminders of important factors to be considered. (JDD)

ED 303 013 EC 212 101

Jenks, Mark
Camping Out: An Outdoor Education Program.
REPORT NO.- ISBN-0-88450-300-3
PUB DATE- 88
NOTE- 81p.
AVAILABLE FROM- Communication Skill Builders, Therapy Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($24.95, Catalog No. 7557).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Camping; Daily Living Skills; Elementary Secondary Education; Evaluation Methods; *Hearing Impairments; *Mental Retardation; *Multiple Disabilities; Outdoor Activities; *Outdoor Education; Partial Hearing; Program Implementation; *Teaching Methods; Vocabulary Development

Camping Out is an outdoor education program designed to meet the needs of hearing-impaired, mentally retarded children. The program aims to help children overcome language deficits and restrictions of their limited environments while learning recreation skills which can enhance their motor, cognitive, and affective skills. The program covers seven instructional areas: importance of camping, setting up/taking down a tent, care and use of a sleeping bag, hiking, care and use of a daypack or backpack, building and putting out a campfire, and daily living skills. Each section (except the last) lists target vocabulary associated with that skill, a detailed task analysis of steps involved in each activity, and suggestions for teaching each step. Assessment tools are designed to record the skills of an individual student in all content areas and to monitor the performance of an entire group on each skill unit. Flash cards are used to aid in instruction of the target vocabulary. Implementation of the program is aided by providing: suggested activities for teaching the vocabulary, a glossary of signs for the vocabulary words, recommendations and price ranges for equipment, a continuum of instructional settings for the program, and a checklist of supplies for an outdoor experience. (JDD)

ED 302 643 CE 051 604

Black, Marjorie
The Community College-High School Connection. Articulated Programs at San Juan College.
San Juan Coll., Farmington, NM.
PUB DATE- 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; *Contracts; Educational Planning; High Schools; Institutional Cooperation; *Program Content; *Regional Schools; Two Year Colleges; Vocational Education; *Vocational Schools
IDENTIFIERS- *San Juan College NM

San Juan College in Farmington, New Mexico, has developed articulated programs with the four school districts of San Juan County. Designated an Area Vocational School (AVS) in 1969, the college has successfully operated 10 programs for secondary students. The students enrolled in these programs learn in the same facilities and share equipment with their postsecondary counterparts. The secondary AVS enrolls approximately 200 high school juniors and seniors each semester. The students attend half-day classes at the college and spend the other half day at their respective high schools. Articulation agreements ensure that the student who successfully completes classes in the AVS may receive college credit for those classes upon completion of the next postsecondary course in the sequence required in the major field. The college also offers two programs for articulation with the high school. Business education, drafting, and welding offer the student the opportunity to receive college credit for classes taught at the high school. Articulation agreements have been developed to spell out the details of the programs. (The articulation agreements and course descriptions of the articulated programs are included in this report.) (KC)

ED 302 671 CE 051 673

Wood, Derek E.
The Role of Vocational Education in Preparing Young People for Adult Life and Employment. A Discussion Paper.
Vocational Training Council, Wellington (New Zealand).
REPORT NO.- ISBN-0-86468-004-X
PUB DATE- 85
NOTE- 68p.; Document contains some light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developed Nations; *Education Work Relationship; *Employment Potential; Foreign Countries; Inservice Teacher Education; International Educational Exchange; Job Skills; Postsecondary Education; *Role of Education; Secondary Education; Technological Advancement; *Vocational Education
IDENTIFIERS- *New Zealand

Vocational education has a role to play in transition education, especially in relation to postsecondary institutions and to initial employment. Recent overseas developments in vocational education and the transition from school to working life have implications for contemplated changes in senior secondary school curriculum, assessment, and qualifications in New Zealand. These include developments in English, mathematics, and science teaching through cooperation between teachers of academic and vocational subjects; new approaches to develop the skills necessary to provide for the different characteristics and occupational requirements of an emerging technological society; the potential offered by work exploration in developing positive attitudes and increased employability and earning power in students; novel approaches involving schools and communities to increase students' self-esteem and employability; the role of entrepreneurship education in promoting self-employment and small business establishmen; and benefits arising from in-service training of teachers. It is concluded that while New Zealand lacks, by international standards, both a commitment and a systematic approach to vocational education in secondary schools, the opportunity now exists for positive initiatives in this area. (Appendixes include the following brief reports that supplement the text: (1) Training and Employment; (2) Reinforcing the Importance of a General Education; (3) Schools Must Change--The New York Experience; (4) Cooperative Education--Issues to Consider; (5) Employability Skills--The Colorado Initiative; and (6) Entrepreneurship Education--The PACE Programme.) (YLB)

ED 302 820   CS 009 471

Feltovich, Paul J.; And Others
The Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.; Josiah Macy, Jr. Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.; Office of Naval Research, Arlington, Va.
PUB DATE- Oct 88
NOTE- 53p.
CONTRACT- OEG-0087-C1001
GRANT- B852001; MDA903-86-K-0443; N00014-87-G-0165; N00014-88-K-0077; N00014-88-K-0286
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biomedicine; Cognitive Development; *Concept Formation; Educational Research; Heart Disorders; Higher Education; *Learning Processes; *Medical Education; Medical Students; *Misconceptions; Scientific Concepts; Teaching Methods
IDENTIFIERS- *Conceptual Frameworks; Conceptual Models

This report presents a general framework for studying the acquisition and cognitive representation of biomedical concepts and analyzing the nature and development of misconceptions. The central approach of the report is a selective and highly concentrated analysis of the true nature of clusters of complex concepts and the manner in which they are understood by learners. The report finds a widespread tendency for medical students to develop significant errors in conceptual understanding, including specific conceptual misunderstandings and maladaptive biases in the thought processes used in dealing with complex concepts. The report notes particularly the tendency for misconceptions to compound each other within a general climate of oversimplification, producing large areas of entrenched misunderstanding. The report considers in detail the factors contributing to the acquisition and maintenance of the fallacy concerning the causal basis of congestive heart failure at the level of the muscle cell. The report concludes with a discussion of the implications of the findings for learning and instruction. (Nineteen figures are included, and 39 references and 6 footnotes are appended.) (Author/RS)

ED 302 879 EA 020 468

Pavan, Barbara Nelson
Job Search Strategies Utilized by Certified Aspiring and Incumbent Female and Male Public School Administrators.
PUB DATE- Apr 88
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Females; *Job Search Methods; *Principals; Public Schools; *Sex Differences; *Superintendents
IDENTIFIERS- *Pennsylvania

A survey of 622 aspiring and incumbent school administrators was conducted in order to document job search strategies used by men and women seeking principalships and superintendent or assistant superintendent positions. Since these positions are predominantly held by men, it has been suggested that men's and women's job search strategies differ in effort and technique. Results belie such views. Although younger respondents needed greater effort to obtain their first administrator job, age differences were not so great as expected. Those seeking or possessing a doctorate submitted more job applications, had more interviews, and used more job search strategies that those lacking doctorates. Aspirants made greater efforts than incumbents to obtain their first job; incumbents made more efforts than aspirants to obtain the present job. To obtain administrative jobs, women submitted more applications, had more interviews, and searched longer than men. Female incumbent superintendents made much greater efforts than males, using 13 different search strategies whereas men used only 7. Basically, women employ more strategies to overcome barriers to administrative advancement than men do. Hence it cannot fairly be said that women are just not trying hard enough; blame for women's underrepresentation in educational administration needs to be assigned elsewhere, and monitoring for gender equity seems mandatory. Other implications and policy recommendations are provided. Included are 11 references and 7 tables. (MLH)

ED 302 912 EA 020 581

English, Fenwick W.
Curriculum Auditing.
REPORT NO.- ISBN-87762-592-1
PUB DATE- 88
NOTE- 368p.
AVAILABLE FROM- Technomic Publishing Co., Inc., 851 New Holland Avenue, Box 3535, Lancaster, PA 17604 ($39.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Content Analysis; Course Evaluation; Curriculum Design; *Curriculum Evaluation; *Curriculum Problems; *Curriculum Research; *Educational Quality; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; Hidden Curriculum; *Instructional Effectiveness; Program Evaluation; Relevance (Education); *School Supervision

This book explains curriculum audits and how to conduct them. Chapter I, "Why Audit?" presents criteria for determining if an audit is warranted and describes three basic types: functional, operational, and programmatic. Chapter II shows how the three primary activities of document review, interviews, and site visitations yield answers to the questions inherent in each audit standard. Chapter III discusses writing the audit and provides guidelines in creating the final document, including the use of photographs. Chapter IV is an expose of the hidden curriculum, as revealed through still photographs. Chapters V through VIII present a series of case studies (with names changed to protect the districts involved) of audits conducted between 1986 and 1987. The purpose of the case studies is to demonstrate how data are used and to illustrate some of the shortcomings of the audit. Chapter IX discusses pre- and post-audit activities as linkages that connect the audit to practice and to change, and Chapter X addresses the working assumptions of the audit in a nonrational school system. Appended are (1) an annotated bibliography entitled "The Essential Curriculum Audit Reader"; (2) a survey instrument on good curriculum management practices; and (3) a sample board policy to establish curricular control. An index and bibliography are included. (TE)

ED 302 941 EA 020 629

Smith, Stuart C.
Directory of Organizations in Educational Management. Eighth Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 51p.; For previous edition, see ED 252 960.
CONTRACT- OERI-R-188062004
AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.50 prepaid; $2.50 charge on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Agencies; *Educational Administration; Elementary Secondary Education; *Organizations (Groups); *Professional Associations; *Research and Development Centers

Designed to guide users to information sources on management of elementary and secondary schools, this directory indicates each organization's policy for supplying requested information and available publications. The directory lists organizations engaged in research and development and those providing various services (information dissemination, consultation, idea exchange, and workshops) to the educational management profession. Listed organizations include federally funded research centers and laboratories, professional associations, policy research and analysis centers, school study councils, university research and service bureaus, and a variety of independent organizations. Agencies specializing in information retrieval and groups operating for profit are excluded. Organizations may be located in the directory by (1) their titles in the main alphabetical listing; (2) their subject areas and publication topics in the subject index; and (3) their service areas in the geographic index. The introduction contains a sample entry and explanation of its use. The directory lists 128 organizations. (MLH)

ED 302 971 EC 211 858

Woodruff, Geneva; McGonigel, Mary J.
Early Intervention Team Approaches: The Transdisciplinary Model.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 21p.; In: Jordan, June, Ed. And Others; Early Childhood Special Education: Birth to Three; see EC 211 851.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Clinical Diagnosis; *Cooperative Planning; *Delivery Systems; *Disabilities; Educational Diagnosis; Individualized Education Programs; Infants; *Interdisciplinary Approach; Interprofessional Relationship; Models; Preschool Education; Shared Resources and Services; Staff Role; Staff Utilization; *Teamwork
IDENTIFIERS- *Early Intervention

Part of a volume which explores current issues in service delivery to infants and toddlers (ages birth to 3) with handicapping conditions, this chapter defines the team concept as it relates to the field of early intervention and describes three approaches (multidisciplinary, interdisciplinary, and transdisciplinary) commonly used to organize services. The transdisciplinary model is explored in detail and recommended as a system which sets high standards for team collaboration and remedies many of the problems associated with the other two models. Developed in the mid-1970's in response to budget constraints, the transdisciplinary (TD) model is described as a team approach that crosses and recrosses disciplinary boundaries. Separate but related processes which comprise the stages of TD (summarized as "role release") are discussed: role extension, role enrichment, role expansion, role exchange, role release, and role support. TD program components are described in detail: intake, assessment (using an "arena" approach), program planning (beginning with the development of an individualized family service plan), program implementation (emphasizing careful selection of the primary service provider), and reassessment. Implications for staff selection are discussed, and benefits of the model for child and family are summarized. References are appended. (JW)

ED 302 701 CE 051 730

Juvenile Counselor Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
California State Board of Corrections, Sacramento.
PUB DATE- 87
NOTE- 52p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Correctional Rehabilitation; *Counselor Evaluation; Counselor Qualifications; Counselors; *Counselor Selection; Counselor Training; Delinquency; Employment Qualifications; Evaluation Methods; Evaluation Utilization; Job Analysis; *Occupational Tests; Postsecondary Education; *Testing; *Test Items; Test Validity
IDENTIFIERS- *California

These two booklets, one for juvenile counselor candidates and one for test administrators, provide information about the examination developed as part of the evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections program in California. The candidate information booklet (1) provides background information about the development and validation of the Juvenile Counselor Examination; (2) familiarizes candidates with the examination format; (3) previews the contents of the Juvenile Counselor Examination; and (4) provides sample problems (with answers) to help candidates prepare for the examination. The user's manual (for test administrators) describes the format and content of the Juvenile Counselor Examination and provides a brief history of its development. Information about the examination's reliability and validity is also provided, along with detailed administration instruction. Finally, guidelines for score interpretation are given along with cautions as to the limits that must be placed upon such interpretations. (KC)

ED 302 760 CG 021 348

Preshaw, Gene; Steele, Larry
"Personal Growth: A Continuation High School Drug Defense."
PUB DATE- Feb 88
NOTE- 12p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (San Francisco, CA, February 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Continuation Students; *Continuing Education; Drug Education; High Schools; *High School Students; *Individual Development; *Nontraditional Education; Prevention; Self Esteem

Two drug intervention courses were developed for students at risk, entitled "Personal Growth" and "Advanced Personal Growth." These courses were implemented by continuation high school staffs to raise self-esteem. Both courses emphasize building positive relationships and support systems, sharing feelings, and trusting. These are skills students from dysfunctional families tend to be without. It is recommended that two facilitators share responsibility for the class, a teacher and a counselor, and that these facilitators have additional training. The class begins with simple, low-risk activities designed to begin the bonding and trusting process. As the weeks pass and as students begin to trust and share feelings they reach deeper levels of disclosure. The classes serve as a beginning for students with a history of dysfunction. Some will quit, others will move mountains within the safety of the group but will seem to fall backward after the class is over. A few will use the class as a stepping stone to other support groups and a few will seem worse off because they cannot return to denial and are in great discomfort. However, the seeds have been planted and they will grow. (Information on how to receive the manual, "A Guidebook for Personal Growth" is included.) (ABL)

ED 302 850 CS 211 627

Tobias, Anne
A Poet for Teachers and Students: Lawrence Ferlinghetti.
PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Authors; *Critical Reading; Critical Thinking; Figurative Language; Literary Criticism; Material Development; *Poetry; Reader Text Relationship; Secondary Education; Surrealism; Teaching Methods; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Ferlinghetti (Lawrence)

One of the most effective vehicles for testing students is new material, but it is frequently difficult to find selections by authors with whom students have no familiarity or about whom an abundance of critical material does not exist. The works of Lawrence Ferlinghetti provide an excellent source not only for testing knowledge, but also for instructing through the examination process. Relatively unknown to young students today, Ferlinghetti's works are rarely anthologized; and other than scattered reviews of a mixed nature and a few chapters in the books of fellow poet-critics, there is a dearth of scholarly criticism about them. These factors, combined with his relative obscurity and diversified background, make Ferlinghetti's poetry a perfect source for testing and teaching materials. Only rarely can one find a single poem that contains an abundance of various poetic devices, is relatively comprehensible, leads to thoughtful retrospection, and offers reading enjoyment. Many such poems exist in the body of Lawrence Ferlinghetti's works. (RAE)

ED 302 895 EA 020 550

Tavarone, Antonia R.
Using Participatory Management in a Traditional Environment.
PUB DATE- May 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Evaluation Society (New Orleans, LA, October 26-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; Bureaucracy; *Management Systems; Organizational Development; *Participative Decision Making; Public Facilities; *Residential Institutions

This paper describes the use of a participatory management process in an older, public-sector bureaucracy with an extremely traditional, hierarchical, and entrenched culture. Into this culture, two separate projects were introduced: an employee involvement program using the quality circle concept and a task force that would design and implement an innovative operations system. The first section briefly describes how the task force was formed and what happened. The second section describes the outcome of the task force and the measures that were used to evaluate the outcome. The third section describes the results of a naturalistic inquiry in which the elements of the success of the task force process are examined in depth. The fourth section discusses some implications of the success of the task force. Appended are 7 references. (SI)

ED 302 957 EA 020 698

Achilles, C. M.
The Key Triad: Why? What? and How?
PUB DATE- Mar 87
NOTE- 11p.; Revision of paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Characteristics; *Administrator Education; *Administrator Qualifications; Elementary Secondary Education; Higher Education; *Management Development; *Supervisor Qualifications

This paper discusses the critical elements and offers corrective models of effective administrator preparation programs. It argues that such programs should promulgate the learning or "why" of theory, the "what" of research, and the "how" of practice. Only concomitant coursework in the liberal arts, the behavioral sciences, and research welded to clinical practice experiences can best attend to the development of necessary "why" (theoretical), "what" (research), and "how" (practical) administrative skills for future administrators. (JAM)

ED 302 628 CE 051 441

Grigsby, Lindle
Adult Learning Handbook.
Brookhaven Coll., Farmers Branch, TX.; Brookhaven Coll., TX.
PUB DATE- 88
NOTE- 43p.
AVAILABLE FROM- Continuing Education Division, Brookhaven College, 3939 Valley View, Dallas, TX 75244 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; Andragogy; *Cognitive Style; Learning Strategies; Part Time Faculty; *Student Motivation; *Teaching Methods; *Teaching Skills

This booklet addresses two of the competencies needed by part-time faculty who teach adults. The competencies are adult learning and the need for quality in preparation to assure quality in instruction. The booklet begins with a discussion of just who the adult learners are. The next topic is adult motivation to learn at the beginning, during, and at the end of the learning process. In that connection, the booklet addresses preparation that is related to instructor knowledge of learner orientations, learning styles, instructional methods, and learning situations. Finally, the differences between andragogy and pedagogy are considered. Faculty responsibility is stressed. A bibliography and an index are provided. (YLB)

ED 302 658 CE 051 631

Fallek, Max
The Competitive Edge.
PUB DATE- 15 Aug 88

NOTE- 20p.; Paper presented at the Annual Minnesota Vocational Education Conference (Minneapolis, MN, August 15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Competition; *Education Work Relationship; Employment Level; *Futures (of Society); *Labor Market; Outcomes of Education; Postsecondary Education; *Program Improvement; Salary Wage Differentials; School Role; Secondary Education; State Surveys; Unemployment; *Vocational Education
IDENTIFIERS- Ohio

The increased demands that will be placed upon those in the work force of the year 2000 have been well covered in numerous studies. The need to help those students who will be entering the work force to acquire and maintain a competitive edge has been discussed repeatedly. A 1987 study comparing the earnings levels, unemployment rates, and geographic mobility of vocational versus nonvocational graduates in Ohio indicated that vocational education provides demonstrable benefits in all three areas. This does not mean, however, that there is no room for improvement in vocational education. The conclusions of the National Commission on Secondary Vocational Education's study entitled "The Unfinished Agenda" lists seven specific areas in which secondary and postsecondary vocational education programs must be improved if they are to continue to provide their graduates with a competitive edge in the labor market of the future. Other important measures for vocational education to take include: (1) providing adequate remedial help to those students who need it; (2) developing courses linking academic learning and practical vocational applications; (3) strengthening inservice and preservice programs for vocational education teachers; and (4) developing closer working relationships between vocational education and industry. (MN)

ED 302 686 CE 051 708

Mincer, Jacob; Higuchi, Yoshio
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.;

Spencer Foundation, Chicago, Ill.
PUB DATE- Jun 88
NOTE- 56p.
GRANT- G008690008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employer Employee Relationship; Employment Experience; Employment Level; *Employment Practices; Foreign Countries; Human Capital; Job Skills; Job Training; *Labor Turnover; Personnel Policy; Postsecondary Education; Quality of Working Life; *Retraining; *Tenure; *Wages
IDENTIFIERS- *Japan; *United States

A study was conducted to test the proposition that intensive formation of human capital on the job is the basic reason for the strong degree of worker attachment to the firm in Japan. The greater emphasis on training and retraining, much of it specific to the firm, results also in steeper wage trajectories, because of growth of skills in the firm, according to this hypothesis. The study measured wage profiles and turnover in age groups, and it tested the inverse relation between the two on industry sectors in Japan and the United States. Numerical estimates of this relation led to the conclusion that as much as two-thirds of the differential in turnover between the two countries is explainable by the differences in the steepness of the profiles. The study determined that the emphasis on human capital formation on the job is so much greater in Japan than in the United States because such emphasis is conditioned by rapid economic growth. Using productivity growth indexes for industries in the United States and Japan confirms the hypothesis that rapid technical change that induces greater and continuous training is in part responsible for steeper profiles and for less turnover. The study concluded that differences in productivity growth between the United States and Japan account for up to 80 percent of the differences in the steepness of wage profiles, and indirectly for the differences in turnover. The hypothesis also holds up for Japanese plants in the United States, where the steeper tenure-wage slopes and lower turnover are much closer to Japan than to the United States. (Author/KC)

ED 302 731 CE 051 836

Miller, Minor R.
Apprenticeship/Vocational Education--Skilled Work Force.
PUB DATE- 3 Dec 88

NOTE- 12p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Apprenticeships; *Educational Change; Futures (of Society); Government Role; Postsecondary Education; *Program Content; *Program Improvement; *Vocational Education

Since the passage of the National Apprenticeship Act in 1937 apprenticeship has remained a totally voluntary program, the costs of which are covered by the program sponsor (either an employer, a joint labor-employer sponsor, or a government agency). As of 1988, there were about 325,000 apprentices in training and another 55,000 in the armed forces. More than 800 occupations are currently approved as apprenticeable, with most being in the construction and building trades and in manufacturing. An issue paper examining major apprenticeship issues was published in the December 1987 "Federal Register," and three public meetings were held across the nation to solicit comments concerning the future directions of apprenticeship and the government role in shaping its future. Overwhelming support was expressed for the apprenticeship concept as a method of producing skilled workers. There was a significant consensus that apprenticeship should be expanded, albeit reasonably and with limits on occupations. Opinions were quite diverse, however, on the role that the federal government should play in apprenticeship. The most frequently expressed suggestions were that the government's role should be limited to providing technical assistance, incentives, tax credits, grants and demonstration projects, and "national leadership." (MN)

ED 302 775 CG 021 365

Schumacher, Joseph E.; Scogin, Forrest

Assessment of Law Enforcement Candidates: Peer Evaluations and the MMPI.

PUB DATE- Aug 88

NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Law Enforcement; *Peer Evaluation; *Personality Measures; *Personnel Selection; *Police; Screening Tests; *Success

Screening and evaluating law enforcement candidates for employment as police officers is a complex task. It has been recommended that a clinical interview and comprehensive battery of psychological tests may aid in evaluation. The Minnesota Multiphasic Personality Inventory (MMPI) is often used for this type of psychological screening. Peer assessment may also be a potentially useful method of evaluating law enforcement candidates. This study examined the association of MMPI data to peer assessment data in law enforcement candidates. Law enforcement trainees (N=45) completed the MMPI, the Shipley Institute of Living Scale, and demographic information. Trainees evaluated their peers on three scales measuring likelihood to succeed as a law enforcement officer, interpersonal responsivity, and technical ability. Two instructors completed the same ranking and rating procedure. The results revealed that peer assessment measures correlated significantly with mean instructor evaluations and the candidate's final examination scores. The peer assessment measures appeared to be internally consistent in distinguishing who was predicted as most likely to be a successful police officer. Certain MMPI scales accounted for 18% of the variance in overall peer rankings. These findings suggest that peer assessment methods can assist in selection, screening, promotion, and other evaluative procedures with law enforcement personnel. (Author/NB)

ED 302 835 CS 009 487

Edler, Kristine Winkle
The Effect of Using Predictions on a Reader's Comprehension.
PUB DATE- Aug 88
NOTE- 48p.; Master's Thesis, University of Toledo.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Grade 3; *Prediction; Primary Education; *Questioning Techniques; *Reading Comprehension; Reading Processes; Reading Research; Reading Strategies

To investigate prediction as a strategy that can improve reading comprehension, 50 third grade students from Toledo, Ohio, were first divided into experimental and control groups. The 2 groups both read the same 5 basal stories for instruction, were given the same pretest passages, answered 10 comprehension questions, and then followed a 3-day plan. The second day for the experimental group was spent reviewing the vocabulary words, predicting, doing silent reading, and answering the comprehension questions, whereas there were no predictions made in the control group. Results indicated that (1) using predictions did enhance the comprehension of poor readers, but had little or no effect on better readers; (2) using predictions during reading also had an effect on the answering of inferential questions but not on the answering of literal questions. (Two tables of data and 1 figure are included, and 15 references and 2 appendixes containing stories and comprehension questions are attached.) (MS)

ED 302 866 CS 506 517

Lyman, Lawrence; Foyle, Harvey C.

Cooperative Learning in the Middle School.

PUB DATE- 24 Feb 89
NOTE- 15p.; Paper presented at the Annual Kansas Symposium for Middle Level Education (12th, Emporia, KS, February 24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cooperative Learning; *Group Activities; Intermediate Grades; *Interpersonal Communication; Junior High Schools; *Learning Strategies; *Middle Schools; Small Group Instruction; Teaching Methods
IDENTIFIERS- Small Group Communication

Cooperative learning is a teaching strategy involving students in small group learning activities that promote positive interaction. Cooperative learning is one of the most thoroughly researched strategies available to educators. Studies have consistently found that cooperative learning promotes increased academic achievement and can be implemented relatively easily and at reasonable cost. Improved behavior, increased liking of class, and better attendance are also benefits of cooperative learning strategies. Cooperative learning should be of particular interest to teachers of middle school children because, in addition to the highly desired outcomes described, cooperative learning enhances student motivation by providing peer support for students. It also encourages group processes and positive social and academic interaction among students, and rewards successful group participation. By encouraging positive student interaction and building group skills, teachers can positively increase the academic success and self-esteem of their students. (Four learning activities, 23 references, and 12 resources for activities which promote cooperation are attached.) (RAE)

ED 302 928 EA 020 610

Bain, Helen Pate; And Others
Three-Year Longitudinal Study of Small Class Size: The Metro-Nashville Public Schools Study: 1984-87.
PUB DATE- Nov 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 8-11, 1988).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attendance; *Class Size; *Cost Effectiveness; Longitudinal Studies; *Outcomes of Education; Primary Education; *Small Classes; Socioeconomic Status; *Student Behavior
IDENTIFIERS- *Nashville Metropolitan Public Schools TN

Recent research suggests that small (1:15) classes in the primary grades improve a student's chance to obtain a solid educational foundation. Funding has proved a major hurdle to definitive class size research. Also, many class size studies are inconclusive, since few are longitudinal. Tennessee is weighing its burgeoning welfare and correctional costs against better educational outcomes possible through increased individual attention in smaller classes. In Fall 1984, Tennessee State University initiated a 3-year longitudinal study using an experimental (1:15) group versus a control (1:25) group. The study began in the first grades of two similar schools and followed cohorts of pupils moving through second and third grade. A "blind" control group was matched with the experimental group on five variables. Pupil test scores, self-concept, attendance, behavior, and teacher perceptions were analyzed using analysis of variance and co-variance techniques. In grade 1, important and statistically significant pupil achievement gains favored the experimental group, especially pupils of low socioeconomic status. By grade 2, achievement gains were less pronounced, and by grade 3 had evened out. There were no differences among groups in attendance. Although not statistically significant, self-concept continually improved in the experimental group, but showed no consistent pattern in the control or blind control groups. Behavior favored the experimental group in grade 1 and became significantly better in grades 2 and 3. In the first year, pupils got "up to speed" in smaller classes; over time, gains did not continually increase. The groups evened out by grade 3, but small-class pupils maintained what they had gained. Results clearly identified the need for a large-scale, longitudinal, class size study using the class, rather than the pupil, as the unit of analysis. Included are tables and 13 references. (MLH)

ED 302 986 EC 211 873

Michael, Martha G.; Paul, Peter V.
Early Intervention for Infants with Deaf-Blindness.
Ohio State Univ., Columbus. Dept. of Educational Services and Research.

PUB DATE- 88
NOTE- 53p.; A part of the Helen Keller National Center--Technical Assistance Center Project.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Auditory Training; Blindness; Communication Skills; *Deaf Blind; *Definitions; Government Role; *Handicap Identification; Infants; *Intervention; Language Acquisition; Models; Parent Participation; Preservice Teacher Education; Professional Education; *Sensory Training; Theories; Visual Learning
IDENTIFIERS- *Early Intervention

The paper examines issues in early intervention with deaf blind infants. Considered are the effects of definitions of deaf-blindness on service provision and on the training of preservice students in this area. Appropriate programs entail intervention methods that address the usage of residual vision and audition as well as the development of other senses. The development of language and communication skills is critical. The range of interpretations of the federal government's definition of deaf blindness has caused a pervasive problem in programming, preservice training, and funding. A variety of alternative definitions are discussed. Early intervention is also defined and the importance of early identification stressed. Two major intervention models, the developmental model and the functional model, are explained. Early intervention for this population is discussed in terms of visual assessment, visual training, auditory assessment, auditory training, receptive and expressive communication assessment, and functional communication training. Recommendations include adequate assistive programming in sense utilization, development of appropriate preservice training, research on best teaching methods for this population, and involvement of parents and other family members as early in the intervention process as possible. A list of 126 references is included. (DB)

ED 303 014 EC 212 102

Brown, Mary C.
Tell-A-Phone: A Pragmatic Tool for Speech and Language Intervention.
REPORT NO.- ISBN-0-88450-915-X
PUB DATE- 85
NOTE- 39p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($19.95 without phone, $29.95 with phone; Catalog No. 7244).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation Impairments; *Communication Skills; *Educational Games; Elementary Education; Interaction; Language Usage; *Learning Disabilities; *Role Playing; Short Term Memory; *Teaching Methods; *Telephone Usage Instruction
"Tell-A-Phone" is a role-play game which involves language-impaired children in executing or answering telephone calls, in order to learn to use language effectively in a social context. The game format establishes a setting for increasing use of skills in the areas of semantics, syntax, morphology, and phonology. The clinician directs or modifies the role-play situation according to the needs of each child. The constant turn-taking interaction allows the clinician to use questions to elicit a correct form, which may then be reinforced. The game is included in a kit which contains an instructional manual, two identical sets of task cards, blank message forms, game board, four game pieces, progress record sheets, and a template for construction of play telephones. The instructional manual contains instructions for two versions of the game (for two to four players in grades 1-6), and student goals and objectives in the areas of short-term memory, verbal fluency, articulation, syntactical language, morphological language, pragmatic language, and semantic language. (JDD)

ED 303 028 FL 017 563

Reagan, Timothy

The "Language Struggle" in South Africa: Emergence and Development in Educational Policy. 1987-1988 World Education Monograph Series, Number One.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.
REPORT NO.- ISBN-0-918158-907
PUB DATE- 88
NOTE- 26p.
AVAILABLE FROM- The Isaac N. Thut World Education Center, School of Education, University of Connecticut, Storrs, CT 06268 ($2.50).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Afrikaans; Bilingualism; *Black Education; *Colonialism; Educational History; *Educational Policy; English; Foreign Countries; Immigrants; Indigenous Populations; Language Attitudes; *Language of Instruction; *Language Planning; *Native Language Instruction; Official Languages; Public Policy; Racial Bias; Second Language Instruction
IDENTIFIERS- Language Reform; *South Africa

The "language struggle" has been a focus of disagreement throughout South Africa's educational history. In contemporary South Africa, the issue of the language used as a medium of instruction has been most controversial in black education, where the government's policy of initial native language instruction has been widely denounced as an attempt to retribalize black South Africans. The native language policy controversy grows from the historical language struggle in the white community, which deeply influenced government policy toward black education. Before 1800, education was largely controlled by the Dutch, and even the French Huguenots were assimilated into the Dutch community. British occupation around 1800 marked the beginning of serious anglicization of the Cape and legal establishment of English as the official language. Antagonism grew between Boers and English, and English-medium instruction was inconsistent. In 1892, a law left the choice of medium of instruction up to the parents. The Afrikaans language movement pressed for native-language instruction among Afrikaans children. The 1910 Act of Union made both English and Dutch official languages, affirming bilingualism in education. While the language issue for white education is now largely settled, language remains a highly divisive issue in black education, with blacks largely rejecting native-language-medium schooling. (MSE)

ED 302 717 CE 051 775

Business Education Tests for Selected Office Occupations.

Visalia Unified School District, CA.

SPONS. AGENCY- California State Dept. of Education, Sacramento.; Industry-Education Council of California, Burlingame.
PUB DATE- 84
NOTE- 200p.; For a related document, see ED 105 274.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accounting; Business Education; Clerical Occupations; *Clerical Workers; Competency Based Education; Job Skills; Objective Tests; *Occupational Tests; *Office Occupations Education; Performance Tests; Secondary Education; *Shorthand; *Typewriting; Vocational Evaluation; *Word Processing

This document contains employment-readiness tests for five office occupations: general office clerk, clerk typist, stenographer, accounting clerk, and word processing operator. Each test has two sections: an objective section to measure the student's attitudes and knowledge and a performance section to measure the appropriate skills. The objective section can be machine scored. Answer keys and specific instructions to the teacher and student are provided for each test section. Introductory materials discuss grading standards, certification of successful completers, and administration. (YLB)

ED 302 745 CG 021 333

Heslin, Richard; And Others
When Salespeople Touch Customers: Reactions and Perceptions.
PUB DATE- Aug 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Interpersonal Relationship; *Sales Workers
IDENTIFIERS- *Touching

Programs designed to train salespersons often focus on familiarizing them with the service or product they will sell. Little time is spent on subtleties such as determining the appropriate interpersonal distance between salesperson and customer during negotiations. Two studies were conducted to examine how a friendly overture by a salesperson (touching) is seen by salespeople and by customers. In the first study, salespeople (N=18) in the fields of real estate and life insurance judged controlled photographs of a salesman touching or not touching a customer. In the second study, touch was experimentally manipulated by having a confederate role-play a salesperson selling a product. Subjects were 46 female undergraduates who were randomly assigned to one of three conditions: no-touch, social-polite touch, or friendly touch. The results of study 1 showed that salespeople assumed that being touched in a moderately invasive way was uncomfortable for the customer. The results of study 2, however, showed that customers in a role-playing situation responded positively to moderately invasive touching by a salesperson. (Author/NB)

ED 302 790 CG 021 381

Kizer, Betty
Adlerian Therapy with Aggressive Children.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Aggression; *Behavior Problems; *Children; *Counseling Techniques; *Family Counseling; Family Relationship; Parent Child Relationship; Parent Education
IDENTIFIERS- *Adler (Alfred); *Adlerian Psychology

Alfred Adler devised a theory that was holistic, social, teleological, and phenomenological. Adler believed that the basis of problems with children originated in the child's inability to cooperate with society, feelings of inferiority, and a lack of a goal in life. Adler felt the child's life should be examined through the child's eyes. Aggressive behavior was an indication of a hostile environment. The child is aggressive because he is afraid if he does not act aggressively, others will. Rudolf Dreikurs clarified and refined Adler's original work on family counseling thus making Adlerian family counseling a viable force in counselor education throughout the United States and Canada. Adlerian counselors are viewed as educators and most of the problems that children have are problems of education rather than illnesses. Alderians recommend democratic child rearing practices not only for aggressive children, but for all children. The goal in the parent-child relationship is to foster cooperation. Alderian therapy has retained its place in psychology because of its common sense approach and concern for the individual as well as the emphasis placed on education of parents. (ABL)

CS

ED 302 805 CS 009 424

Ediger, Marlow
Motivation in the Reading Curriculum.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Strategies; Elementary Secondary Education; *Learning Motivation; *Motivation Techniques; Reading Habits; Reading Improvement; *Reading Instruction; Reading Skills; *Student Motivation
IDENTIFIERS- *Reading Motivation

Dealing with student motivation in the reading curriculum, this paper begins by discussing why motivation is important. Next it explores reasons for lack of motivation and ways to remedy the problem, including teacher enthusiasm; appropriate reading materials; variety in teaching methods; balance among cognitive, affective, and psychomotor learning objectives; and meaningful learning. Seven recommendations to improve the reading curriculum follow, such as: taking a holistic approach to reading; student participation in decision making; adequate teacher preparation; and promoting enjoyment and vicarious life experiences through reading. (SR)

ED 302 999 EC 211 886

Achey, Virginia H.; Woods, Sadie Bryant
Increasing Minority Participation in the Greensboro Academically Gifted Program without Changing Entrance Criteria.
Greensboro City Public Schools, N.C.

PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; *Academically Gifted; *Access to Education; Elementary Education; *Minority Group Children; Parent Participation; Referral; *Screening Tests; Special Programs; *Student Evaluation
IDENTIFIERS- Greensboro City School District NC

An identification procedure was implemented in the Greensboro Public Schools (North Carolina) to address the issue of the underrepresentation of minority students in the Academically Gifted Program. Although approximately 50% of the Greensboro Public School elementary students were minority students, only 13% of the students in the elementary gifted program were minority students. A special project was developed to target minority students, and the number of minority students in the elementary gifted program increased by 140% in 2 years, without making modifications in the state-mandated criteria for academically gifted classification. These results were achieved through systematic review of group test scores, close monitoring to be sure all minority students progressed through the entire evaluation sequence, the knowledgeable participation of parents, and the assignment of two diagnostician/coordinators to the project. (Author/JDD)

ED 302 644 CE 051 606

Information Technology and the Wasted Resource. IT and Under-Represented Learners.
Cambridge Training and Development Ltd. (England).; Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-056-3
PUB DATE- 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Counseling Services; Curriculum Development; Dropouts; Educationally Disadvantaged; Educational Needs; Educational Policy; *Females; Foreign Countries; *Information Technology; *Minority Groups; *Nontraditional Students; Policy Formation; Postsecondary Education; *Program Development; Program Evaluation; Program Implementation; Student Recruitment
IDENTIFIERS- *Great Britain

A study examined the views and experiences of a wide range of British individuals and organizations with a stake in the success of efforts to extend information technology programs to groups who have been traditionally underrepresented in them. A variety of research methods were used, including in-depth interviews, workshops, questionnaires, and a literature review. It was concluded that a formal statement of college policy is necessary to provide a framework within which all program development actions can be taken. The policy should address the needs of government, industry, education, and individuals. Similarly, the staff development strategy developed should apply to staff in all departments and at all levels. Efforts in the area of employer liaison should include the development of strategies to improve students' job prospects and help employers overcome bias against particular groups of employees. Links with schools also need to be fostered and maintained. Marketing is one of the key factors in increasing the participation of underrepresented groups in information technology programs. Preparatory, advisory, and follow-up work with learners is no less important to improving the prospects of nontraditional students. (Appendixes include a description of the research project conducted and a synopsis of the literature review.) (MN)

ED 302 672 CE 051 674

Training Bibliography.
Vocational Training Council, Wellington (New Zealand).
REPORT NO.- ISBN-0-86468-014-7
PUB DATE- Mar 88
NOTE- 198p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Competency Based Education; Educational Objectives; Foreign Countries; *Job Training; *Needs Assessment; Postsecondary Education; Program Evaluation; Systems Approach; Tests; *Test Selection; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- DACUM Process; New Zealand

This bibliography is intended primarily for managers and trainers but will also be of interest to employers, unions, and all parties interested in improving the competency of trade and nonprofessional workers through improved training. Materials represent the topics of needs assessment, identification of training objectives, monitoring and evaluation of training programs, measurement of trainability, assessment of organizational objectives, and the wider goals of training. Emphasis is placed on references of the "how to do it" type. Descriptions of topics covered are provided. References are divided into sections under these subject headings: the systems approach, training needs analysis (DACUM--Design a Curriculum--approach, other approaches), training objectives--general (competency-based instruction), evaluation and validation of training, and tests (selection tests, trainability tests, behavioral tests--work samples). This information is provided for each reference: author or editor, title, source (publication or publisher), date, and pagination. Most entries include an abstract. Following this section, a full alphabetical list repeats all the references and abstracts that appeared under the subject headings. Where authored, the references are listed in the alphabetical order of authors' names. If edited or anonymous, references are listed in alphabetical order of title. (YLB)

ED 302 821 CS 009 472

Spiro, Rand J.; And Others
Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.; Josiah Macy, Jr. Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.; Office of Naval Research, Arlington, Va.
PUB DATE- Oct 88
NOTE- 15p.
CONTRACT- DEG-0087-C1001
GRANT- B852001; MDA903-86-K-0443; N00014-87-G-0165; N00014-88-K-0077; N00014-88-K-0286
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Concept Formation; Educational Methods; *Learning Processes; Medical Education; Medical Students; *Misconceptions; Reading Research
IDENTIFIERS- Cognitive Complexity; *Cognitive Flexibility; Context Dependence; Hypertext; *Knowledge Acquisition; Schematic Concept Formation

Advanced knowledge acquisition in a subject area is different in many important ways from introductory learning (and from expertise). In this paper some of the special characteristics of advanced learning of complex conceptual material are discussed. The paper notes that these characteristics are often at odds with the goals and tactics of introductory instruction and with psychological biases in learning. The paper alludes to research in biomedical cognition that has revealed a substantial incidence of misconception attributable to various forms of oversimplification and outlines the factors that contribute to suboptimal learning at the advanced stage. A sketch of a theoretical orientation for more successful advanced knowledge acquisition in ill-structured domains, Cognitive Flexibility Theory, is then presented. This orientation emphasizes: the use of multiple mental and pedagogical representations; the promotion of multiple alternative systems of linkage among knowledge elements; the promotion of schema assembly (as opposed to the retrieval of prepackaged schemas); the centrality of "cases of application" as a vehicle for engendering functional conceptual understanding; and the need for participatory learning, tutorial guidance, and adjunct support for aiding the management of complexity. The paper also discusses a computer hypertext approach that implements Cognitive Flexibility Theory. (Fifteen references are attached.) (Author/RAE)

ED 302 880 EA 020 508

Energy Management for Human Service Agencies. Second Edition.
Academy for Educational Development, Inc., Washington, D.C.
SPONS. AGENCY- National Assembly of National Voluntary Health and Social Welfare Organizations, New York, N.Y.
PUB DATE- 82
NOTE- 346p.; Report supported by grants from Exxon Corporation and the Ittleson Foundation.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Climate Control; Cost Effectiveness; *Energy Audits; *Energy Management; Fuel Consumption; Life Cycle Costing; Lighting; *Management Systems; Problem Solving; Program Development; *Social Agencies; Swimming Pools; *Workbooks; Worksheets

Concerned about the effect rising energy costs would have on their local affiliates, building consultants for national social welfare agencies have been advocating the initiation of energy management and conservation programs. This manual, a three-part educational and planning tool, is a key element in a program developed to help local agencies conserve energy and save dollars. Section 1 is an introduction to energy management. It addresses concerns about the rising costs of energy and outlines a nine-step program to minimize these costs. This section also introduces sections 2 and 3 and explains how to use them. Section 2 is a resource section that contains a glossary of energy management terms; a compendium of articles and exercises relating to heating, cooling, lighting, and other building systems; and a detailed bibliography of other energy reference works. Section 3 is a workbook that consists of a step-by-step energy conservation plan that is practical and based on the principle of agency self-help. (MLF)

ED 302 942 EA 020 630

Amos, Arlene T.; And Others

Differences in Attitudes toward Post Evaluation Conferences for Proficient and Nonproficient Teachers in Mississippi.

PUB DATE- Nov 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Asssociation (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; *Principals; *Supervisory Methods; Supervisory Training; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Evaluation

The purpose of this study was to determine whether there were significant differences in the mean attitudinal scores of 285 teachers who met proficiency or did not meet proficiency as they entered their postevaluative conference with principals. Proficiency was assessed by principals completing classroom visitations utilizing the Mississippi Teacher Assessment Instrument. A total of 255 teachers met proficiency and 30 did not. In an ex post facto study, the researcher collected data that included information about the environment, the attitudes and behaviors of the principal, the total supervisory rating scale, gender, race, age, level of preparation, and teaching position of the participants. Findings indicated that teachers' assessment by principals prior to their conference greatly affects teachers' conference attitudes and their perceptions of the principal's attitude and behavior. In addition, older teachers, above the age of 54, had a more positive attitude toward the conferences than teachers under 30. This paper concludes that principals need to have postevaluative conferences with teachers in order to minimize the negative attitudes of younger teachers prior to and following such encounters. (JAM)

ED 302 958 EA 020 699

Achilles, C. M.
Are We Scholar Practitioners, Theoreticians, or Practitioners?
PUB DATE- Aug 88
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Kalamazoo, MI, August 19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Education; *Administrator Role; Administrators; Educational Administration; Elementary Secondary Education; Higher Education; *Professional Occupations; *Professional Recognition; *Professors; School Administration

This paper raises and answers the question of whether professors of educational administration and school administrators are scholar practitioners or simply practitioner scholars. It concludes that the professors are scholar practitioners because they contemplate the practice of administration via theory and research. School administrators are practitioner scholars because they actually practice administration using scholarly theoretical foundation literature to guide practice. Indeed, the scholar practitioner professor shares a generic and professional kinship with the practitioner scholar school administrator on the basis that they both blend art, science, and craft to achieve educational goals. (JAM)

ED 302 629 CE 051 480

Williams, Martha
Cooperative Efforts in Urban Literacy: Learnings from the Urban Literacy Network's Grant Projects.
Urban Literacy Network, Minneapolis, MN.
PUB DATE- Oct 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cooperative Programs; Delivery Systems; *Grants; *Literacy Education; Politics of Education; Program Content; Program Development; Student Characteristics; Urban Areas; *Urban Education
IDENTIFIERS- *Urban Literacy Network

One of the major activities of the Urban Literacy Network (ULN) is a grants program aimed at supporting cooperative, collaborative approaches to developing resources and support systems for literacy in urban areas. Eleven grants were awarded in 1987-1988 in the following urban areas: Boston; Chicago; Denver; El Paso; Houston; Nashville; Oklahoma City; St. Louis; San Diego; Tucson; and Washington, D.C. The ULN grants program offered an important opportunity to contribute to the knowledge base about the nature of the urban literacy context, particularly with regard to the value of cooperative and collaborative approaches to developing resources and sustaining support over time. The delivery system of programs and services addressing the need of nonliterate adults was found to be particularly diverse and fractionalized in urban areas. The funders of these programs were similarly diverse. They included many public agencies at all levels of government, corporations, philanthropic organizations, and individuals with widely ranging motives. Illiteracy was found to be an invisible handicap affecting adults of all classes, ethnic groups, and ages. Literacy was discovered to be a complex political issue, with many of its aspects being hotly debated at certain times and carefully sidestepped at others. (Half of this report is devoted to summaries of ULN grant projects in the 11 cities that received grants in 1987-1988.) (MN)

ED 302 702 CE 051 731

Juvenile Counselor Cutoff Score Report. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87
NOTE- 15p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Correctional Rehabilitation; *Counselor Evaluation; Counselor Qualifications; Counselors; *Counselor Selection; Counselor Training; *Cutting Scores; Delinquency; Employment Qualifications; Postsecondary Education; *Test Interpretation; Test Reliability; Test Validity
IDENTIFIERS- *California

This booklet provides information about the Juvenile Counselor Examination developed as part of the evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections program in California. The four sections of the booklet (1) review the nature and purpose of cutoff scores in general; (2) recommend and justify a minimum acceptable Juvenile Counselor Examination score; (3) review the factors that influence, and are influenced by, the choice of the cutoff score; and (4) recommend a method to be used in setting cutoff scores and using the Juvenile Counselor Examination to augment entry-level selection decisions.

Statistics are provided to support the recommendations advanced. (KC)

ED 302 836 CS 009 488

Willinsky, John

The Vocabulary of Cultural Literacy in a Newspaper of Substance.

SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
GRANT- 499-87-0033
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Mass Media Role; Media Research; Newspapers; Popular Culture; Reading Comprehension; *Vocabulary
IDENTIFIERS- *Cultural Literacy; Frequency Analysis; Hirsch (E D); *New York Times

To examine the role that items on the list of "What Literate Americans Know" (developed by E. D. Hirsch, Jr.) plays in the nation's literacy, a study conducted an electronic search of "The New York Times" to establish the frequency of occurrence for a sample from the list. A random sample of 424 terms (9% of the total list) was selected. Each term or expression which was searched produced a figure representing the frequency of occurrence in the "Times" over a period of 101 months (June 1, 1980 to October 28, 1988), representing a corpus of 660.5 million words. Four frequency periods--yearly, monthly, weekly, and daily--were devised based on how often, on average, a term might be expected to turn up in the newspaper. The terms were also divided into eight categories: geography; history; idioms/proverbs; literature/arts; math/sciences; politics/economics; psychology/anthropology; and religion. Results indicated that any given day's issue of the "Times" contained approximately 2,700 occurrences of terms from the list, with a few of them (such as "New York") making up a good proportion of this number. Geography, the arts, and politics/economics dominated the frequency levels, while history and proverbs/idiomatic expressions were not high frequency categories. Results suggest that Hirsch has identified a corpus of cultural terms which play a part in the daily commerce of the published language. However, to be culturally literate in this set of terms will neither be sufficient nor necessary for a high level of comprehension in reading the "New York Times." (Three tables of data are included.) (MM)

Smith, John A., Jr.; Napier, Georgia
An Evaluation of the Trends of Realism in Caldecott Winner and First Honor Books 1966-1986.
PUB DATE- 11 Nov 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Books; *Childrens Literature; *Illustrations; Impressionism; *Picture Books; *Realism; Visual Arts
IDENTIFIERS- Abstract Art; *Caldecott Award

To determine if there were any consistent tendencies toward the abstract or toward impressionism in the illustration of children's books between the years 1966 and 1986, a study examined the illustrations of Caldecott winners and Honor books. The study replicated John Stewig's study (using his evaluation instrument) of the same topic which covered the years 1938 through 1966. Stewig found no appreciable trends toward or away from realism in the illustrations of the Caldecott recipients from 1938-1966. In contrast, results of this study indicated a trend from 1966 to 1976 toward the abstract, and from 1977 to 1986 a definite trend toward realism. (Two figures and 4 tables of data are included; 18 references are attached.) (SR)

ED 302 896 EA 020 552

MacMillan, C. J. B.
Moral Dimensions of Curriculum Choices.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Attitudes; *Curriculum Development; Elementary Secondary Education; *Hidden Curriculum; Ideology; *Moral Values; *Relevance (Education); *Values

This paper argues that just as subject matter is inherently value-laden, educators should not feel trepidation about morally justifying their criteria for choosing curricula to be taught in the classroom. It recommends that true "moral" choices should be made on the bases of relevance to student experiences; moral propriety of subject matter proportional to community ideology; subject matter teachability; and educator recognition of the hidden curriculum and the values propagated therein. (JAM)

ED 302 913 EA 020 582

Jahn, Harvey R.
Continuity in Soviet Education--Another Gorbachev Hurdle.
PUB DATE- Mar 88
NOTE- 36p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Atlanta, GA, March 17-20, 1988).
AVAILABLE FROM- Journal of Abstracts in International Education, College of Education, Bowling Green State University, Bowling Green, OH 43404 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Change Strategies; *Educational Change; Educational History; *Educational Policy; Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; Governance; Government Role; *Improvement
IDENTIFIERS- Glasnost; Gorbachev (Mikhail); Perestroika; *Soviet Education; *USSR

This paper describes Secretary Gorbachev's efforts to reform education by introducing experimentation and freedom of expression through "glasnost." A brief educational history demonstrates the lingering effect of the "continuity phenomenon" that has plagued attempts at liberal educational reform. Essentially, the continuity phenomenon includes but is not limited to such enduring educational practices as formal examinations, formal teaching methods, a uniform curriculum stressing basic skills, standardized textbooks, school uniforms, recognition medals for academic achievement, and strict school discipline, all of which are framed by the economic and political considerations of the state. It concludes by indicating that Gorbachev's efforts at reform will meet continued resistance by Soviet educators who are firmly entrenched in the traditional ideologies, policies, and procedures associated with the continuity phenomenon. (JAM)

ED 302 972 EC 211 859

Johnson, Lawrence J.
Program Evaluation: The Key to Quality Programming.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 31p.; In: Jordan, June, Ed. And Others; Early Childhood Special Education: Birth to Three; see EC 211 851.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *Delivery Systems; *Disabilities; Evaluation Criteria; Evaluation Methods; Models; Preschool Education; *Preschool Evaluation; Program Effectiveness; *Program Evaluation; Research Design; Standards
IDENTIFIERS- *Early Intervention

Part of a volume which explores current issues in service delivery to infants and toddlers (ages birth to 3) with handicapping conditions, this chapter presents program evaluation as a comprehensive process comprising three phases: input, process, and output. Three program evaluation models are summarized: Tyler's objective model, Scriven's goal-free model, and Stufflebeam's decision-making model. The latter is seen as the basis of the triphase evaluation process. Steps in the input evaluation phase are described in detail: (1) determine key elements; (2) identify sources of information; (3) develop a management plan; (4) collect data; (5) analyze and interpret data; and (6) develop an intervention program. The purpose of the second phase, process evaluation, is to monitor progress toward goals and objectives and to modify plans as needed. Research design considerations are explored in a discussion of the outcome phase, emphasizing the importance of a well-conceived, systematically implemented evaluation in order to determine the impact of the program on children, their families, and the community. Finally, standards for a high quality evaluation plan developed by the Joint Committee on Standards for Educational Evaluation are described, focusing on the four elements of utility, feasibility, propriety, and accuracy. References are appended. (JW)

ED 302 718 CE 051 779

Power Pacs for Teaching Home Economics Related Science and Math.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

PUB DATE- 83
NOTE- 643p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Sciences; Child Care Occupations; Curriculum Guides; Food Service; Home Economics; Household Workers; Housekeepers; *Interpersonal Competence; *Job Skills; Learning Activities; Lesson Plans; Listening Skills; *Mathematics Instruction; Mathematics Skills; Needle Trades; *Occupational Home Economics; *Science Instruction; Secondary Education; Student Evaluation; Tests
IDENTIFIERS- Home Economics Related Occupations

This guide contains materials designed to assist teachers and students in home economics related courses with mastery of job-related mathematics, science, and behavioral science. The 40 Power Pacs are divided into mathematics (16 Power Pacs), science (15), and behavioral science (9). Each Power Pac contains teacher materials and student materials. Each one begins with an information sheet to refresh the teacher's knowledge about the concept. A lesson plan for related class time briefly outlines objectives, teaching aids, steps to prepare the learner for the topic, suggested class presentation with activities and introductory experiments, assignments to provide application experiences, information sheets for students, skill builders (worksheets) and answers, and a sample evaluation. Lessons have no timeframe and may require one day or one week to cover. The table of contents also categorizes Power Pacs by home economics related occupations: child care service, community/home service, fabric service, and food service. Representative topics of Power Pacs include computing yardage (of fabric), measuring liquids, altering recipes, making change, controlling contamination, leavening, maintaining sanitary conditions, safety, nutrition, effective communication, listening, positive reinforcement in the preschool, safety in the preschool, and psychology in patient care. (YLB)

ED 302 732 CE 051 858

Kirts, Carla A.

Using the Local Vocational Advisory Council To Perform Program Assessment: A Case Study. A Final Report on the Fairbanks Vocational Education Assessment Project.

PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; Case Studies; *Cooperative Planning; *Program Evaluation; *School Community Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- Alaska (Fairbanks)

The Vocational Advisory Council in Fairbanks, Alaska, conducted a two-year assessment of local vocational program delivery during the 1986-1987 school year. The purpose of the assessment was twofold: to review, analyze, and assess local vocational programs and delivery; and to expand the school-community partnership as it pertains to planning and maintaining high quality vocational program delivery. The project was conducted using a program committee structure according to which the vocational advisory council appointed an assessment project steering committee. Each steering committee member chaired or co-chaired 1 of 13 working committees. Eleven committees were program specific, and the remaining two committees addressed across-the-board concerns (the vocational support systems committee and the occupational needs committee). Each committee performed a structured assessment and submitted a written report to the steering committee. Synopses of the 13 reports were then incorporated into a final report along with recommendations for improving the district's vocational programs. The assessment process was found to produce valid and reliable results, enhance the local school-community partnership, and initiate a continuous program review process. (MN)

ED 302 746 CG 021 334

Keith, Timothy Z.; Cool, Valerie A.
Testing Theories of Learning: Effects on High School Achievement.
PUB DATE- 15 Aug 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Achievement Tests; Grades (Scholastic); High Schools; *High School Students; *Homework; *Learning Theories; Student Motivation

Theories of school learning consistently point to variables such as ability, time (e.g., homework), quality of instruction, motivation, and academic coursework as important influences on learning. In this study, path analysis was used to test the direct and indirect effects of these variables on high school learning, with learning measured by both achievement test scores and high school grades. Relevant background characteristics were controlled and a longitudinal sample was used. The sample consisted of 25,875 high school students selected from the base year (1980) and the first follow-up (1982) of the Department of Education's High School and Beyond Longitudinal Study. Subjects were in 10th grade in 1980 and in 12th grade in 1982. The results suggest that ability, academic coursework, and homework all have important direct effects on achievement test scores, whereas the effects of quality of instruction and motivation were primarily indirect, chiefly through coursework and homework. When grades were used as the criterion, each of the potentially manipulable variables of interest, with the exception of homework, had a stronger effect relative to that of intellectual ability. Homework, however, had only inconsistent effects. The results offer support for these variables as important influences on school learning, and also support their inclusion in theories of school learning. (Author/NB)

ED 302 761 CG 021 349

Hochhauser, Mark
AIDS: It's Not What You Know, It's What You Do.
PUB DATE- 12 Aug 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Change; Counseling Theories; *Health Education; *Prevention; *Sexuality

This document reviews five psychological domains of prevention of the behavioral disease of Acquired Immune Deficiency Syndrome (AIDS). First the limits of AIDS education are discussed, noting that increasing amounts of education will not necessarily reduce the spread of the virus, since information and education do not control behavior. Research showing that physicians are ill-equipped to diagnose AIDS or to counsel patients regarding their sexual practices is described. The lack of perception of personal vulnerability to AIDS by teenagers is discussed, noting that adolescents may not identify themselves as "gay" or "addicts," and thus not perceive themselves at risk. Lifetime behavior changes are discussed which may be necessary, but information alone will not produce such long-term behavioral change. The report notes that behavioral consequences are likely to be more important than antecedents such as reinforcers and information. It is also noted that long-term benefits of "safer sex" (such as not contracting the human immuno-deficiency (HIV) virus) may be outweighed by the short-term benefits of "unsafe sex" such as spontaneity. The report concludes that AIDS prevention will depend less on knowledge about HIV and more on an understanding of human behavior. (Author/ABL)

ED 302 776 CG 021 366

Scanlon, John, Ed.
The Turbulent Years.
Academy for Educational Development, Inc., Washington, D.C.
REPORT NO.- ISBN-0-89492-009-X
PUB DATE- 80
NOTE- 242p.; Supported by a grant from the Schweppe Research and Education Fund.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescent Development; *Adolescents; Careers; Crime; Demography; Drug Use; Education; Higher Education; Religion; School Counseling; Secondary Education; Sexuality; *Young Adults

This summary of the Fourth Annual Conference on Major Transitions in the Human Life Cycle contains a preface, introductory section on adolescence and young adulthood (ages 14 through 24 years), and the following presentations, complete with discussion text: (1)

"Historical Treatment of the Age Group" (John Demos); (2) "Demographic Considerations" (Arthur J. Norton); (3) "Young People as Individuals and as Family Members: The Implications for Public Policy" (Sheila B. Kamerman); (4) "Youth: Stage or Problem?" (Alfred J. Kahn); (5) "The Challenge of Shaping a Personal Identity" (Edmund D. Pellegrino); (6) "The Evolution of Human Genders" (A. J. Kelso); (7) "Chemical Dependence and Drugs" (Donald West King); (8) "Psychiatric Factors" (Leonard Duhl); (9) "Socio-Psychological Approaches" (June Jackson Christmas); (10) "School Counseling as an Intervention" (Helen R. Washburn); (11) "Counseling and Intervention in Colleges" (John G. Darley); (12) "Shaping and Mentoring Influences in Adolescence" (Sidney Werkman); (13) "Heterosexual and Homosexual Relationships" (Philip Blumstein); (14) "Young People and Religion" (John Cannon); (15) "Cults" (Harold Visotsky); (16) "Juvenile Crime" (William E. Threlkeld); (17) "Careers and Vocations" (Williard Wirtz); (18) "Meeting the Educational Needs of Young People" (Alvin C. Eurich); (19) "Ferment and Experimentation in Education" (Ernest J. Bartell); (20) "Third World Perspective" (Aklilu Habte); and (21) "Priorities for the Future" (John Scanlon). A list of conference participants and a selected bibliography are appended. (NB)

ED 302 791 CG 021 382

Datema, Thea; And Others
Program Description for the Phoenix Reception and Assessment Center.
Michigan State Board of Social Services, Detroit.
PUB DATE- 5 May 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Children's Center Conference (9th, Detroit, MI, May 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Correctional Education; *Correctional Rehabilitation; Criminals; *Delinquency; Delinquent Rehabilitation; Institutionalized Persons; *Males; Peer Groups; Prisoners

Phoenix Reception and Assessment Center (PRAC) is a non-secure detention and assessment center for up to 15 Wayne County delinquent, adolescent males who have been committed to the Michigan Department of Social Services for care, treatment and supervision. Adolescents, ages 12 through 18, are eligible for placement at Phoenix according to the following admission priorities: (1) top priority is given to newly committed juveniles with an open custody level allowing non-secure, supervised community access; (2) second priority is given to post-commitment juveniles; and (3) neglect/abuse wards may be placed only in open programs unless the youth is charged with a criminal offense. PRAC incorporates a youth advocate program which includes a peer group process, a token economy, individual contracting, a Youth Discipline Policy, and daily time structuring. Residents are provided with clear standards of behavior in the form of target behaviors which include rules and consequences. Residents are divided into groups which meet together and members are challenged to develop plans to assist one another in behaving responsibly and constructively. While verbal efforts to calm and de-escalate residents are employed and the use of physical intervention and restraint are avoided whenever possible, temporary physical restraint is used to protect people and property when a resident's behavior is out of control. PRAC provides individualized education on the premises and includes assessment and an appropriate type of treatment placement. Residents are successfully released from the program when they are moved to an ongoing treatment agency. Upon release, a discharge report is completed by PRAC staff, summarizing the assessment of the resident and the services provided. (ABL)

ED 302 806 CS 009 427

Stahl, Steven A.
Prior Knowledge and Task Variations in Learning Word Meanings from Context.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cloze Procedure; Content Area Reading; *Context Clues; Grade 6; Intermediate Grades; *Prior Learning; Reading Ability; *Reading Comprehension; Reading Research; Vocabulary Skills

IDENTIFIERS- Context Effect; Text Factors

To examine the effects of general and specific comprehension ability of a target reading passage and prior knowledge of the subject of the passage, a study examined 182 sixth graders from two central Illinois rural and urban communities. Subjects were given a fifth-grade passage (a 500-word fictional narrative description of the Yanomamo tribe of the Amazonian Basin) from the "De Santi Cloze Reading Inventory." Subjects were given either the original passage, or a difficult version created by substituting a difficult synonym (about eighth-grade level) for every sixth content word. Cloze condition students were given the passage in a conventional cloze format. Other students were given an intact version of the passage. Students were first given a cloze passage from the "De Santi Cloze Reading Inventory" to equate ability level. Before reading, students were told either key facts about the Yanomano villagers, or facts which were tangential to the narrative. Following the presentation students read the passage. In the cloze condition, students filled in the cloze blanks with a word which made sense in the passage. In both conditions, the passage was taken away after reading and subjects were given a multiple choice test assessing the knowledge of 10 of the substituted words. Results confirmed earlier studies indicating that children learn word meanings from context, but did not find effects on the rate of that learning due to task manipulations, prior knowledge, and general or specific comprehension. (One figure, the multiple choice test, and 22 references are appended.) (MM)

ED 302 867 CS 506 523

Corder, Lloyd E.
Communication-Based Training Programs and Evaluation Methods of Five Pittsburgh Hospitals.
PUB DATE- 1 Nov 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Research; Communication Skills; Evaluation Methods; Evaluation Research; *Evaluation Utilization; Hospitals; Speech Communication
IDENTIFIERS- *Speech Communication Education

A study to determine whether five Pittsburgh hospitals have communication training programs and whether the programs have been or are currently being evaluated examined the following research questions: (1) whether they have ever used a communication training program (i.e., writing, interpersonal communication, public speaking, group leadership); (2) if so, what was the background of the program (i.e., content, who initiated the program, where was it conducted, how long did it last); (3) why it was decided that the communication program was necessary; (4) how successful the program was (i.e., formal evaluation, based on intuition or comments heard by trainer, pencil and paper test); and (5) whether the communication training program was conducted by in-house personnel or by outside consultants. Subjects, training directors of the five hospitals, were interviewed and given a brief background of why the study was being conducted. Results demonstrated that communication training programs do exist and that the programs are evaluated in some way. However, in no cases that were discussed, were measurements used to establish baselines before and after training to determine how they affect the organization's overall goals. Therefore, it seems clear that much more investigation and research is needed to determine if baselines can be constructed, and if training programs can be accurately assessed using this type of evaluation. (Three tables of data are included, 10 references and 2 appendixes are attached.) (RAE)

ED 303 000   EC 211 888

Nelkin, Valerie
Family-Centered Health Care for Medically Fragile Children: Principles and Practices.
Georgetown Univ. Child Development Center, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 87
NOTE- 37p.; Prepared by the National Center for Networking Community Based Services.
AVAILABLE FROM- CASSP Technical Assistance Center, Child Development Center, Georgetown University Medical Center, 3800 Reservoir Rd., Washington, DC 20011 (1 or 2 free, $3.00 each for 3 or more).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Programs; Decision Making; Delivery Systems; *Health Needs; *Health Programs; *Medical Services; Normalization (Handicapped); *Parent Participation; *Special Health Problems

The booklet explains ten principles of family-centered health care and six components of community based programs for children with significant medical problems. The principles are: The child and the family have basic rights of self-determination and autonomy. Health care services should be family oriented and maximize family control. Service systems should be community based. Services should be comprehensive and coordinated. Service systems should be accessible and responsive to children with special health care needs and their families. Parents should be early and continuous participants in the long-range planning for their children. Parents should be equal partners with professionals in the care of their children. Normal patterns of living in the home and community should be encouraged. Support services needed to care for children at home should be adequately funded. Families should help shape policies and procedures that affect health care delivery. Components of community-based programs include: increasing professional, family, and community capability; development of a service plan for the child and family through contract negotiation between families and providers; coordination of a plan for care at home; comprehensive service systems with a full continuum of services; quality assurance of services; a child home health care agenda at federal, state, and local levels. (DB)

ED 303 015 EC 212 103

Culp, Delva M.; Carlisle, Margaret
(PACT) Partners in Augmentative Communication Training: A Resource Guide for Interaction Facilitation Training for Children.
REPORT NO.- ISBN-0-88450-309-7
PUB DATE- 88
NOTE- 142p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($24.95, Catalog No. 7552).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Aids (for Disabled); *Communication Disorders; Communication Skills; Demonstration Programs; *Educational Diagnosis; Evaluation Methods; Interaction; *Interpersonal Communication; *Intervention; Program Development; Psychological Characteristics; Rating Scales; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Augmentative Communication Systems; Conversation; Dyads

"Partners in Augmentative Communication Training" (PACT) is a communication interaction facilitation program for child augmentative technique users and their communication partners. The program offers guidelines for use in developing individualized plans for improving conversational interaction. This resource guide addresses priority communication behaviors, communication assessment, communication intervention, and psychological considerations. "Priority Communication Behaviors" presents a functional outline to view the interaction behaviors of the child and the partner, focusing on communication functions, mode selections, and discourse behaviors. "Communication Assessment Guidelines" introduces procedures for observing the communication attitudes and interaction skills of an augmentative technique user and partner, and includes a Partner Rating Scale, Child Rating Scale, and Interaction Profile. "Communication Intervention Guidelines" offers an intervention plan, child goals, partner goals, language activities, communication experience activities, role plays, etc. The guidelines highlight behaviors of concern and provide strategies to effectively use those behaviors in achieving more functional communication. Concluding chapters focus on psychological assessment and intervention procedures and outline the results of a PACT pilot study involving 11 children with cerebral palsy. (JDD)

ED 302 645   CE 051 607

Bookout, Susie; Cox, Ken
Industry/Electronics Education Joint Venture.
PUB DATE- Nov 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 1988). Appended materials contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Electronics; *Electronics Industry; *Inservice Teacher Education; *Private Financial Support; *School Business Relationship; Secondary Education; Teacher Improvement; *Technical Education; *Vocational Education Teachers

In order to enable secondary electronics teachers in Tennessee to attend free training and skills updating at the National Program for Electronics Training (NPET), the University of Tennessee at Knoxville developed a program that seeks private sources of support for teacher participation. Teachers and local industries enter a joint venture to improve the quality of electronics-related training. Twenty teachers are currently participating in the program. After participating teachers are identified, project staff work to match teachers and sponsors. Project goals are explained to both parties, after which teachers and sponsors are matched and encouraged to establish an ongoing working relationship. The type and extent of involvement between teacher and sponsor are left to the participants. The only requirement is that the industry sponsor provide funds for the teacher to attend NPET training. Each industry contacted is given the opportunity fully or partially to sponsor a teacher. A second component of the project is the identification of exemplary student award winners. NPET permits space for 15 electronics students to participate in a special training program at Fort Gordon, Tennessee. Preliminary responses to the program during its pilot year indicate a strong interest in the program on the part of teachers and industry alike. (Appended are four "exhibits" consisting of project-related correspondence and including teacher and industry sponsor survey instruments.) (MN)

ED 302 659 CE 051 632

Solomon, George T., Ed.; Whiting, Bruce G.
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986).
Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Small Business Administration, Washington, D.C.

PUB DATE- 86
NOTE- 244p.; For related documents, see ED 270 564, ED 290 051, and CE 051 633. Also sponsored by George Washington University, AT & T, Arthur Young, the Institute for Enterprise Advancement, Venture Magazine, Suffolk University, Smaller Business Association of New England, Inc., Goulston & Storrs, the Creative Education Foundation, and Northeastern University.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; *Business Education; *Economic Opportunities; *Entrepreneurship; Evaluation Criteria; Postsecondary Education; Program Development; Program Implementation; *Risk; *School Business Relationship; Secondary Education; *Small Businesses; Youth Programs
IDENTIFIERS- Business Incubators

The following papers are included: "The Visionary Entrepreneur" (Sidney J. Parnes); "Creative Discipline: Entrepreneurial Objective or Oxymoron" (Arthur Lipper III); "Wowing Your Customers" (Stew Leonard); "Results of Recent Studies Examining the Effect of Need for Achievement and Other Variables upon Entrepreneurship" (David C. McClelland); "The Entrepreneurial Mind" (Ayn Decker); "Shepherding Innovation and Entrepreneurship throughout the Business" (Mary Walsh Mossop, Jack Mossop); "New Business in America: A Report on Research" (William C. Dunkelberg, Arnold C. Cooper, William J. Dennis); "Value Profiles of Female Entrepreneurs" (Lloyd W. Fernald, George T. Solomon); "Business Intelligence Techniques for the Entrepreneurial Firm" (Benny Gilad); "A Look at the Rationality of the Decision to Export by High Technology Exporters and Non-Exporters" (K. Mark Weaver); "Climate to Promote Entrepreneurship or Intrapreneurship" (Erik K. Winslow); "An Expert Support System for Compensation Decisions" (Ernest H. Forman); "The Effects of Trucking Deregulation on the U.S. Economy, 1980-1985" (Thomas A. Gray); "Workshop on Ownership of Ideas and Information" (Peter Marx); "'Contracting Out'--Stimulant to Small Business Employment Growth?" (William C. Dunkelberg, William J. Dennis); "Some Thoughts on Gaining Creative Contributions in Organizations" (Bruce C. Whiting); "The Risks and Rewards" (M. Catherine Ashmore); "Can Franchising Survive?" (Lee William Sutherland); "Special Legislation Commission on Small Business Incubators: The Commonwealth of Massachusetts" (Frances F. Alexander); "Making Financial Projections for a Business Plan" (Richard P. Ruskan, Diana Ororbia); "Financial Management/Tax Planning for the Entrepreneur" (Bernard W. Meyler); "Innovative Firms Need Innovative Financing" (Bruce D. Phillips); and "The Minimization of Transaction Exposure by a Sample International Business" (Carl R. Crego). (MN)

ED 302 687 CE 051 709

Bailey, Thomas; Noyelle, Thierry

New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1.

National Center on Education and Employment, New York, NY.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 33p.; For a related document, see CE 051 710.
GRANT- G008690008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Banking; Computers; *Educational Needs; Education Work Relationship; *Job Skills; *Job Training; Postsecondary Education; Retraining; School Business Relationship; *Skill Development; *Technological Advancement

Most recent research on the impact of the new computer technology on skills has been focused on developing arguments that either support or contradict the "deskilling" thesis put forth by some economists and sociologists in the mid- and late 1970s. Although this research remains inconclusive, some generalizations can be suggested. The research shows that at least in the large core firms in both manufacturing and services, microelectronics is eliminating rather than increasing the lowest skilled jobs. An example from banking also supports findings that microelectronics enables the broadening of skill requirements for middle-level jobs, while the introduction of computer-based technology leads to greater specialization of upper-level and managerial personnel. Surprisingly, however, the large body of research on employment and technology has little to say about the impact of microelectronic technology on the process of skill formation. Evidence from a study of banking indicates, however, that in this industry at least, the processes of skill formation are undergoing a major transformation, suggesting both an increasing role for outside educational preparation and more firm-based training for highly specific objectives. In order to allow for further research, a framework can be suggested emphasizing the relationship between the development and diffusion of the new technology and the availability of skilled labor, the uncertainty in labor supply and the firm's markets, and the institutional and social factors that shape the firm's response. (KC)

Report of the Paperwork Reduction Task Force.
Georgia State Dept of Education, Atlanta. Div. of Public Library Services.
PUB DATE- Aug 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Bureaucracy; *Data Collection; Elementary Secondary Education; Information Networks; *Management Information Systems; *Noninstructional Responsibility; Recordkeeping; Relevance (Information Retrieval); *State Legislation; Surveys; Teacher Morale; *Teacher Responsibility
IDENTIFIERS- Georgia; *Paperwork Reduction; Quality Basic Education Act (Georgia)

This document comprises the recommendations of a 13-member Paperwork Reduction Task Force appointed by Georgia's State Superintendent of Schools, in response to concern by educators and the public that the Quality Basic Education Act (QBE) had created a substantial increase in paperwork, particularly for teachers. The task force of teachers, principals, and local system administrators collected information from interviews with department of education program personnel; paperwork surveys; and data from school superintendents, educational organizations, and teachers. After an introduction, acknowledgements, and a review of background information, specific recommendations are presented for 25 issues related to provisions of the QBE. Specific recommendations include streamlining attendance reporting by eliminating the requirement to maintain state attendance registers and reducing from three to two the number of times full-time equivalency counts are taken during the school year. Several recommendations relate to the implementation of the statewide electronic information network (GENESIS) called for by QBE. Other recommendations relate to substituting criterion-referenced for norm-referenced student testing programs; reevaluating the remedial education program; reviewing the student support team concept; and standards documentation. Appended is the following documentation: membership of the task force, list of Department of Education presenters, paperwork survey of experienced teachers, list of meetings of the task force, and a compilation of paperwork required of teachers in one Georgia K-7 elementary school. (TE)

ED 302 897 EA 020 553

Peck, Nancy L.; Eberhard, Raymond G.
Dropout Prevention Strategies.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Dec 88
NOTE- 8p.
AVAILABLE FROM- NASSP, 1904 Association Drive, Reston, VA 22091

(\$1.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; *Change Strategies; Dropout Characteristics; *Dropout Prevention; Educational Change; *Educational Environment; Elementary Secondary Education; *High Risk Students; *Parent Participation; Program Development; Program Effectiveness; School Community Relationship; School Counseling; School Demography; School Policy; *School Responsibility; Staff Development
Dropout prevention is emerging as the most important new issue in education. Broad demographic trends predict a continuing growth in the population of at-risk youth, those most likely to drop out of school. The overall goal of any dropout prevention activity is to reduce the number of at-risk students. This issue is devoted to what research and practice tell us about effective dropout prevention programs. These ideas are organized under seven dimensions: (1) planning; (2) collaboration; (3) parental involvement; (4) school climate; (5) staff development; (6) counseling; and (7) attendance. Six examples illustrate what schools and districts are doing to reduce their dropout rate. (MLF)

ED 302 929 EA 020 611

Ward, Betsy B.; Sistrunk, Walter E.

The Relationship between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools.

PUB DATE- Nov 88

NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Patterns; Junior High Schools; *Mail Surveys; *Principals; Supervisory Methods; *Teacher Attitudes; *Teacher Supervision

IDENTIFIERS- *United States (Southeast)

As instructional supervisors for their buildings, principals must know how and when to supervise teachers so that the mutual goal of instructional improvement can be attained. This study investigates the differences between public junior high school teachers' perceptions of principals' actual supervisory behaviors and their preferences for supervisory behaviors. Using the Supervisory Behavior Description Questionnaire (Form 1), data were gathered for four subscales of curriculum development, instructional organization, staff development, and organization of instruction. These data were used to answer research questions about the actual and preferred responses for each subscale and for each dimensional score within the subscales: directive, collaborative, and nondirective. Questionnaires were sent to 480 teachers in six states--Alabama, Arkansas, Louisiana, Kentucky, Mississippi, and Tennessee. Usable responses were obtained from 183 teachers. One-way analysis of variance and factorial analysis of variance were used to analyze the data. Results indicated that respondents most often preferred collaborative supervision, but were receiving directive or nondirective supervision. When the variables of state of employment, subject area, gender, and race were considered, all but subject area produced significant differences. Also, Caucasians preferred less collaboration during evaluation of instruction. Included are 16 references and 13 tables. (MLH)

ED 302 959 EA 020 700

Achilles, C. M.
Toward a Model for Preparation Programs for Education's Leaders.
PUB DATE- 9 Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern Regional Coucil for Educational Administration (Gatlinburg, TN, November 8-11, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Characteristics; *Administrator Education; *Admission Criteria; Alumni; College Admission; Educational Administration; Elementary Secondary Education; Graduate Students; Higher Education; *Leadership Qualities; Leadership Responsibility; *Leadership Training; Management Development; Supervisory Training

This paper presents a model for preparation programs for educational leaders. The model portrays key program elements under three major headings: (1) pre-preparation concerns, (2) program issues and concerns, and (3) post-program concerns. Recruitment and selection are important pre-preparation concerns. The candidate's leadership experience, academic record, general knowledge, and professional knowledge must be considered. Program mission, course content, course sequence, teaching methods, clinical practice experiences, and exit standards are the salient program issues and concerns. Post-program concerns involve the department of educational administration in a continuing relationship with alumni, who would hopefully recommend new candidates, serve as field supervisors for internships and practica, and provide useful assessment and feedback so the department can improve its program. (JAM)

ED 302 987   EC 211 874

Frans, Dini
Teaching Curriculum Goals in Routine Environments: A Manual for the Instruction of Multi-Handicapped Students.
REPORT NO.- ISBN-0-9693261-0-6

PUB DATE- 87
NOTE- 132p.
AVAILABLE FROM- CONE Learning Systems, Nick Frans, 18415-81 Ave., Edmonton, Alberta T5T 1A6 Canada ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; *Educational Methods; Elementary Secondary Education; Foreign Countries; Individualized Instruction; *Multiple Disabilities; *Severe Mental Retardation; *Student Educational Objectives; Teaching Methods
IDENTIFIERS- *Routine Environments

The manual presents a methodology for teaching multihandicapped students which stresses development and utilization of classroom routines to enhance individualized instructional effectiveness. The first chapter (by Paul Carreiro and Sue Townsend) provides the theoretical basis for using a routine-based teaching approach. The second chapter outlines a framework for the implementation of this model. Chapter 3 provides detailed instructions for using the manual. The fourth chapter lists curriculum objectives for severely mentally retarded students in the areas of receptive language, expressive language, cognition, fine and gross motor skills, eating, dressing, and grooming. Objectives are coded to specific routines. Chapter 5 consists of a number of typical routines, presented in matrix form, outlining numerous curriculum objectives that can be taught in the context of these routines. In chapter 6 a teaching sequence for use in the routine context is provided for each of the curriculum objectives. Chapter 7 contains a curriculum checklist to serve as a tool for assessment as well as a record of progress. The final chapter presents an example of a learning program for a typical severely handicapped student showing the objectives for the student with teaching sequences inserted in the routines appropriate for one school day. (DB)

ED 303 029 FL 017 641

Scarino, Angela; Vale, David
An Activities-Based Languages Curriculum: The ALL Model.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Course Descriptions; Curriculum Design; *Educational Strategies; Elementary Secondary Education; English (Second Language); Foreign Countries; *Second Language Instruction; Second Language Programs
IDENTIFIERS- Australia; *Australian Language Levels; *Learner Centered Instruction

The Australian Language Levels (ALL) curriculum is being developed as a learner-centered, activities-based approach to second language instruction at all levels. It is activities-based in that learners use the target language in specific activities for specific purposes. Each activity integrates content with process or method, and activities are planned to relate directly to program goals and objectives. A table of language use has been developed to help teachers categorize language use through activity types for syllabus planning. Five broad goals of language learning are targeted: communication, sociocultural understanding, helping students learn how to learn, language and cultural awareness, and general knowledge. Each of these broad goals is translated into a series of specific goals. Syllabuses and curriculum materials based on the ALL model are being developed in Australia in a range of languages. Each syllabus is comprised of modules containing specific goals, general objectives, and suggested activities. The modules are organized either around a theme or topic, or around a skill, genre, text, or specific project. Each syllabus also contains a checklist of content to guide teachers in planning units. A series of questions is provided to stimulate teacher awareness of what communicative teaching is. (MSE)

ED 302 673 CE 051 675

Tetley, Jill L.; And Others
Education and the Economy. A Vocational Perspective. A Vocational Training Council Discussion Paper Based on a Survey Conducted between July and November 1985.
Vocational Training Council, Wellington (New Zealand).
REPORT NO.- ISBN-0-86468-006-6
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Involvement; *Continuing Education; Developed Nations; *Economic Development; Educational Change; Educational Finance; *Educational Improvement; Educational Needs; *Educational Responsibility; Education Work Relationship; Foreign Countries; Job Skills; Job Training; *Labor Needs; *Role of Education; Secondary Education
IDENTIFIERS- *New Zealand

This discussion paper focuses attention on the interrelationship between two issues--the unsatisfactory performance of New Zealand's economic system and slow changes in its education system--by examining the role of education and training in economic performance and development. It analyzes the views of a representative group of leaders across a wide spectrum of economic and social sectors. Its purpose is to provide pointers for policy and decision makers in New Zealand. A section on essential requirements points up inadequacies of the training scene and compares New Zealand training needs to those of western industrialized countries. Nine figures provide data on respondents and on respondents' attitudes regarding New Zealand's economic and educational success, educational aims, student attitudes, and opportunities for continued learning. This is followed by responses to questions regarding economic success. Other parts of this paper focus on respondents' views on educational costs and investments, the aims and achievements of the education and training system, youth entering the work force, community involvement and investment in education, and the importance of continuing education in New Zealand. Finally, the paper lists respondents' concerns that need to be addressed at a national level and recommends what can be done. A list of the aims of education in New Zealand is appended. (YLB)

ED 302 703 CE 051 732

Juvenile Counselor Physical Abilities Report. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.
PUB DATE- 87
NOTE- 158p.; For related documents, see CE 051 717-725, 729-735, and 739-744. For appendix F, see CE 051 735.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Correctional Rehabilitation; *Counselor Evaluation; Counselor Qualifications; Counselors; *Counselor Selection; *Counselor Training; Delinquency; Employment Qualifications; Entry Workers; *Physical Fitness; Postsecondary Education
IDENTIFIERS- *California

A study of the physical abilities required for juvenile counselors was conducted as part of the development of evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections Program in California. Data were gathered through questionnaires and telephone interviews with juvenile counselors and their supervisors in the state to establish the nature and importance of juvenile counselor physical performance requirements and allow definition of statewide physical performance standards for the position. Evidence was also examined from previous research and analyses by an expert panel of exercise physiologists, supporting the relative merits of using basic training rather than selection testing to implement the juvenile counselor physical performance standards at the entry level. This research led to recommendations from the expert panel of exercise physiologists and other research as to particular types of physical conditioning exercises and tests that would best ensure that new juvenile counselors are able to meet or exceed minimum physical performance standards. A module was developed (and is included in this report) providing physical training. (KC)

ED 302 852 CS 211 632

Suhor, Charles
Beyond "Trends" in English and Language Arts Instruction.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *English Instruction; *Language Arts; Public Schools; Reading Instruction; Writing Instruction
IDENTIFIERS- Educational Issues

The treatment of educational trends is seldom fine-grained enough to communicate the complexity of the issues involved. A "beyond-the-trend" analysis of movements and countermovements in composition, reading, literature, and oral language reveals some new wrinkles in trends that are now well established in the professional literature of English and language arts. In composition, the writing process movement has recently come under scrutiny that has resulted in some useful clarifications and refinements. A central point is that "natural process" instruction is less effective than instruction that combines theory with clearly defined goals and procedures. Other issues in composition include writing evaluation, the role of computers in writing instruction, teaching composition to basic writers, and teaching expository writing in the elementary school. Two major issues in reading instruction are the teaching of vocabulary and the use of basal readers. In literature instruction, few aspects have generated more comment than the teaching of values through literature and the related question of content of the literature program. The absence of empirical data about whether and how values are discussed in literature instruction does not make the question any less significant. Finally, issues in the area of speaking and listening instruction include the concept of guided oral discourse (using techniques of reciprocal teaching, scaffolding, inquiry teaching, and cooperative learning), and the "English First" movement. (Eighty-nine references are attached.) (MM)

ED 302 914 EA 020 583

Rasberry, Sandra; Turner, James S.

A Comparison of Attitude toward School Subjects and Achievement in an Alternative and Traditional Elementary School.

PUB DATE- Nov 88

NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 8-11, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Rating; Achievement Tests; Attitude Measures; Classroom Environment; Elementary Education; Measurement Techniques; Multivariate Analysis; *Nontraditional Education; *School Effectiveness; Statistical Inference; *Student Attitudes; Student Experience; *Traditional Schools

The purpose of this study was to compare students enrolled in an alternative school with students in a traditional school on the bases of academic achievement and attitudes toward school subjects. The subjects were 33 sixth-grade students who attended an open education school modeled after the British infant school. The control group consisted of 33 sixth-grade students randomly selected from a group of 65 students attending a traditional school in the same district. The Stanford Achievement Test and the Survey of School Attitudes measured achievement and attitudes respectively. The research methodology utilized the nonequivalent control group pretest/postest design. Multivariate analysis tested all variables. A covariant and a pretest mean score was also included in the analysis of data. The findings of this study were consistent with most past research, which indicates no significant differences exist between alternative and traditional students' performance in acheivement except that males performed better in science. Findings on attitudes toward school subjects were consistent with prior research indicating that gender is a better predictor of attitude than participation in alternative school programs. For instance, females demonstrated a more positive attitude toward reading/language, mathematics, and social studies. (JAM)

ED 302 943 EA 020 632

Robbins, Pam; Gerritz, Bill
Peer Assisted Leadership from a Trainer's Perspective: Implications for Practice.
PUB DATE- Apr 88
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Instructional Leadership; Leadership; *Leadership Training; Peer Teaching; *Principals; Supervisory Training; Teacher Administrator Relationship; Trainees; Trainers; *Training Methods; *Work Experience Programs; *Workshops
IDENTIFIERS- *Peer Assisted Leadership Training

In three sections, this paper discusses and describes Peer Assisted Leadership (PAL) training from the perspective of two experienced trainers within the context of principals' work lives. PAL training is an intensive 6-day experience in which participants acquire skills in onsite observation, reflective interviewing, theme identification, and model building. The first section compares and contrasts PAL with principals' work realities. Out of this analysis emerges the second section, a list of specific presentation guidelines that mean to assist current and future PAL trainers to minimize training problems and maximize problem-solving. The final section suggests applications of PAL's components and skills in other professonal development programs. It also includes a generic administrative training support model that integrates PAL with other activities designed to help principals bridge workshop experiences and the work realities of the principalship. (JAM)

ED 302 630 CE 051 507

Aviation Maintenance Technology. Airframe. A201. Airframe Structures and Non-Metallic Structural Repairs. Instructor Material.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 377p.; Portions printed on colored paper. Photographs may not reproduce clearly. For related documents, see ED 279 822-827 and CE 051 508-509.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. TI1205).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aerospace Industry; *Aviation Technology; Classroom Techniques; Learning Activities; Learning Modules; Lesson Plans; *Maintenance; Postsecondary Education; *Repair; Secondary Education; State Curriculum Guides; Teaching Methods; Test Items; Transparencies
IDENTIFIERS- *Aircraft; *Aircraft Design; Oklahoma

This teacher's guide is designed to aid teachers in leading students through a module on airframe structures and nonmetallic structural repairs. The module contains four units that cover the following topics: (1) identifying aerodynamic and construction characteristics of aircraft structures; (2) inspecting wooden structures; (3) inspecting and repairing bonded structures; and (4) inspecting and repairing transparent plastic materials. Each unit follows a standardized format that consists of the following components: introduction and module objective, specific objectives, instructor's implementation guide, technical information supplements, transparency masters, workbook supplements, answers to workbook supplements, project guides, theory test, and answers to theory test. A course test with answer key completes the package. (KC)

ED 302 719 CE 051 780

Developing an Industry Base for Office Education Programs.
Industry-Education Council of California, Burlingame.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Dec 84
NOTE- 212p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Community Involvement; Competency Based Education; Consortia; *Corporate Support; High Schools; Job Placement; Models; *Office Occupations Education; Postsecondary Education; Program Development; *Program Implementation; *School Business Relationship; *Work Experience Programs

This guide offers a practical, step-by-step approach to developing an industry-based office education program. It equips business educators with the tools, strategies, and ideas necessary to develop a multiyear plan for implementing the program. Section I provides the rationale for cooperation between industry and education and offers ideas for approaching businesses. Section II lists the goals for a successful program. Section III lists several ways in which this program is being implemented throughout California. In Section IV, steps for developing a program are listed. Other optional activities are suggested. Section V provides a methodical approach to implementing a competency-based office occupations curriculum. Section VI recommends school strategies for working with the business community. Section VII lists the partnership activities conducted by Model Sites. Samples of information available from the Model Sites are provided in Section VIII. A matrix of office model site materials shows which sites have what activities and accompanying materials. Types of sample materials provided concern student recruitment, business/industry recruitment, curriculum and partnership activities, and include Industry Education Council of California/State Department of Education materials. The guide concludes with a glossary of terms and an index. (YLB)

ED 302 733 CE 051 860

Recommendations for a Vocational Technical Education Act.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- Nov 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Legislation; Educational Needs; Educational Objectives; *Federal Government; *Federal Legislation; Government Role; *Government School Relationship; Policy Formation; Program Improvement; *Public Policy; Technical Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; Reauthorization Legislation

A nationwide task force was formed to assess the effectiveness of the Carl D. Perkins Vocational Education Act since its passage in 1984 and to determine how it could be improved. After examining the past and present role of the Federal Government in vocational-technical education (VTE) in the context of current and future needs for VTE, the task force concluded that the dual federal goals of quality and access (which largely shaped the provisions of the Perkins Act) are still valid. The task force therefore recommended that the reauthorization of the Perkins Act promote improvements in the quality of programs, especially for those with special needs who do not now have access to high-quality programs. The task force further concluded that the integration of vocational and academic curricula should be supported and encouraged, that changes in VTE should be tied to major education reform efforts, and that the impact of VTE in addressing social and economic issues through collaborative interagency programs should be expanded. This five-part report presents 5 major objectives of the federal role in vocational-technical education and 11 specific recommendations for a reauthorized vocational-technical education act, discusses the context of the recommendations, discusses federal statutes related to the Perkins Act, and describes the procedures followed in formulating the recommendations. (MN)

ED 302 747 CG 021 335

Brown, Steven D.; And Others
Effects of Self-Efficacy--Aptitude Incongruence on Career Behavior.
PUB DATE- Aug 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *Academic Achievement; Academic Persistence; Engineering Education; Grade Point Average; Higher Education; Majors (Students); Science Education; *Self Efficacy; Undergraduate Students

This study explored the moderating effects of academic self-efficacy beliefs on the relationship of scholastic aptitude to academic performance (grade point average) and academic persistence (retention). Subjects, 105 students enrolled in a career planning course for science and engineering majors, were administered two measures of self-efficacy designed to assess expectations of personal efficacy for completing science and engineering majors (ERS) and for academic skills (AMS). The results of three separate analyses consistently revealed that AMS was a strong independent predictor of academic performance and persistence, and that the ERS, but not AMS, moderated the relationships between scholastic aptitude and academic performance and persistence. The direction of the moderator effect suggested that the academic performance and persistence of low aptitude students was facilitated by high self-efficacy beliefs, but that the performance and persistence of high aptitude students was unaffected by their self-efficacy beliefs. These findings have implications for future research on career self-efficacy, and for career and academic counseling. (Author/NB)

ED 302 762 CG 021 350

Howell, Robert J.

Professional Standards of Practice in Child Custody Examinations.

PUB DATE- 14 Aug 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Custody; Children; Counseling Objectives; Counseling Services; Divorce; *Evaluation Criteria; Parent Child Relationship; *Psychological Evaluation; *Psychologists; State Legislation
IDENTIFIERS- Objectivity

Professional standards of practice for psychologists are vital in child custody work. The psychologist should examine all parties involved and should be acutely aware of and compliant with the current state laws as related to child custody. Objectivity is of paramount importance. This can best be achieved if the psychologist is appointed by the judge as a friend of the court. The psychologist should be satisfied that the report fairly represents the psychologist's opinion regardless of who is paying the bill. While psychology tests may be of some value in determining levels of intelligence, existence of mental disorders, etc., there is no substitute for thorough examinations of the parents individually, of the child or children individually and of the child or children as they interact with the parents. Further, the psychologist should contact the grandparents, neighbors, employers, etc., to get as complete a picture as possible. Although it is a cliche, the psychologist should only be concerned about the best interest of the child or children as it relates to the specific standards of the particular state's laws. (Author/ABL)

ED 302 777 CG 021 367

Hoagwood, Kimberly
Blame among Adult Women Sexually Abused as Children.
PUB DATE- Aug 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Child Abuse; Depression (Psychology); *Emotional Adjustment; *Females; *Locus of Control; Self Esteem; *Sexual Abuse
IDENTIFIERS- *Blame

In order to assess the intensity, direction, and type of self-blame and other blame in relationship to adjustment, a clinical sample of 31 women who had been sexually abused as children completed a questionnaire about their sexual abuse history, a self-blame scale that measured self- and other blame both retrospectively and currently, and three adjustment measures: the Beck Depression Inventory, the Rosenberg Self-Esteem Scale, and a Semantic Differential Scale. The results revealed significant differences in the direction and types of blame the women experienced as children and as adults. In addition, numerous significant correlations were obtained between self-blame and adjustment. Self-blame was associated with poorer adjustment, whereas externalization of blame was associated with healthier adjustment. Significant relationships between self-blame and characteristics of the victims' sexual abuse history were also found. These findings have several implications for therapists working with adult victims of child sexual abuse. (Author)

ED 302 822 CS 009 473

Mason, Jana M.; Stewart, Janice
Preschool Children's Reading and Writing Awareness. Technical Report No. 442.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 23p.; Portions of this paper were presented at the Conference on Reading and Writing Connections (Urbana, IL, October 19-21, 1986).
CONTRACT- OEG-0087-C1001
GRANT- OERI-G-86-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Case Studies; *Cognitive Processes; Early Reading; Parent Participation; *Preschool Children; Preschool Education; Protocol Analysis; Reading Research; Reading Writing Relationship; *Urban Youth; Writing Processes; Writing Research
IDENTIFIERS- Childrens Writing; *Emergent Literacy; *Print Awareness

A study examined preschool children's awareness of literacy. Subjects included 18 children from 2 classrooms of prekindergarten children who lived in a black, inner-city neighborhood and attended a school that believed in providing formal reading and writing instruction in the prekindergarten year. Subjects were asked how they were learning, how they tried to read a picture-phrase book, and how they wrote or drew pictures in response to requests to write something. Results indicated that most children were aware of how they were learning; they pretended to read by labeling pictures in the book they were given to read; they usually drew pictures or wrote single letters for the writing task, and they produced meaningful descriptions of their writings or drawings. Variations in the subjects' literacy awareness were related to the instruction provided in school and the quality of home support for literacy. Three case studies illustrate various aspects of the study. (Eight tables of data are included, and 30 references are appended.) (Author/RS)

ED 302 837 CS 009 489

McAllister, Elizabeth A.
A Study of Peer Tutors Using the Neurological Impress Method.
PUB DATE- 23 Feb 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 23, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; Grade 6; Intermediate Grades; *Peer Teaching; Reading Ability; *Reading Improvement; *Reading Instruction; Reading Research; *Tutoring
IDENTIFIERS- *Neurological Impress Method

A study investigated the efficacy of using the neurological impress method in peer tutoring during reading instruction. The neurological impress reading method is a unison reading procedure in which the student and teacher or tutor read aloud simultaneously and quickly, with the student placed slightly in front of the teacher so that the teacher's voice is directed into the student's right ear at close range. Ten fourth-grade students received treatment administered by 10 sixth-grade students, 15 minutes daily for 12 consecutive weeks, resulting in total contact time of 15 hours. The tutors received training in the impress method from a reading specialist. Library books chosen by the fourth-grade students were used as reading materials. The Peabody Picture Vocabulary Test was used to determine a mental age and I.Q. based on functioning vocabulary. From the I.Q. measure, each child's reading expectancy level could be computed and used to determine how much growth might be expected. Prior to treatment, the Silvaroli Informal Reading Inventory, Form A, was administered to each child to obtain oral reading levels in word recognition and comprehension. Form B was used as a posttest after treatment. The Houghton Mifflin Silent Reading Placement Test was used to determine each student's silent reading level. Results indicated that each fourth-grade student showed reading improvement of at least one-half year in the 12 weeks. The highest gain was 3 years in oral word recognition and 2 years in oral comprehension and silent reading. (Four tables of data are included.) (MM)

ED 302 868 CS 506 524

Carlson, Susan
Empowerment on Stage: Sarah Daniels' Agenda for Social Change.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; *Drama; *Feminism; Foreign Countries; Higher Education; Literary Devices; *Playwriting; *Social Change
IDENTIFIERS- Daniels (Sarah); Great Britain

The work of British playwright Sarah Daniels is some of the most politically provocative on the contemporary British stage. The uproar over Daniels' work comes not only because she argues for social change, but also because she offers models for building a new order. Two plays, with their comedy and their radical separatist politics, are representative of Daniels' feminist vision. The first play, "Ripen Our Darkness" (1981), demonstrates Daniels' use of anarchic narrative--non-male, non-linear--and her strategic use of the surreal. A fragment of the play's pre-production history is suggestive of both the threatening politics of the play and women's continuing battle to use the theater as their own political arena. The second play, "Byrthrite" (1987), shows Daniels' attention to sexuality and language. Samples of the play's negative critical reception fault its narration, its characterization, or its language, when actually, it appears to be its politics which offend. (Fourteen references are attached.) (SR)

ED 302 973 EC 211 860

Smith, Barbara J.

Early Intervention Public Policy: Past, Present, and Future.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 17p.; In: Jordan, June, Ed. And Others; Early Childhood Special Education: Birth to Three; see EC 211 851.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Legislation; *Educational Policy; Educational Trends; *Federal Legislation; Federal Programs; Federal State Relationship; Futures (of Society); Infants; Preschool Education; *Public Policy; Toddlers; *Trend Analysis
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Act Amendments 1986

Part of a volume which explores current issues in service delivery to infants and toddlers (ages birth to 3) with handicapping conditions, this chapter discusses the evolution of public policies related to early intervention services. Major milestones in federal legislation are reviewed, beginning in 1965 with Project Head Start. Current trends in federal education funding are noted, with special focus on the provisions of the Handicapped Infants and Toddlers Program established by Public Law 99-457, including a profile of state participation in implementing this law. Finally, a discussion of policy challenges for the future focuses on full participation, effective implementation, and policy evaluation and revision. References are appended. (JW)

Shaughnessy, Michael F.
Pornography, Human Mutilation and Psychological Dysfunction.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Crime; Emotional Problems; *Mental Disorders;
*Pornography; *Psychological Patterns; Trend Analysis
IDENTIFIERS- *Human Mutilation

Pornography is widely available and inevitably linked to crime and abnormal behavior. Social scientists must be concerned with the long-term effects on consenting adults and children and adolescents of exposure to pornography and human mutilation. An experiment in which a treatment group is exposed to pornography and a control group is exposed only to sexual messages cannot be undertaken. However, there has been psychological, sociological, and forensic research which links pornography to pathology, deviance, and crime. Murder, imprisonment, sexually transmitted diseases, masochistic self-harm, prostitution, and other difficulties have been linked to pornography. The amount and degree of emotional difficulty and distress experienced by those exposed either directly or tangentially to pornography is large, including suicidal behavior, nightmares, and inability to experience sexual pleasure. Although periodically pornographic in nature, "slasher" films rely heavily on physical attacks of a perverted nature to shock the viewer. The key result is desensitization so that people exposed to X- and R-rated movies tend to moderate their attitudes towards women and violence. The measurement of variables and the effects of either treatment or negative exposure is critical. Increasing availability of pornographic materials should be of concern to parents, teachers, and the community. Counselors and therapists will be dealing with a greater number of people experiencing sexual difficulties. (ABL)

ED 302 807 CS 009 449

Farber, Evan Ira
Turning Students into Readers: Librarians and Teachers Cooperating.
PUB DATE- May 88
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (33rd, Toronto, Canada, May 1-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; College Students; Higher Education; Librarians; Library Instruction; Library Material Selection; Reading Interests; *Recreational Reading; Student Attitudes

This paper presents a brief history of the decline in recreational reading in university libraries and provides suggestions for ways to reverse the trend. The paper argues that students' anxiety about using the university library can be reduced by incorporating library instruction into existing courses. The paper also argues that prominent, attractive displays of current fiction may entice students into more recreational reading in the library. (RS)

ED 302 898 EA 020 555

Donnelly, Margarita
Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- OERI-R188062004
AVAILABLE FROM- ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR ($2.50 handling fee with each request).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College School Cooperation; Educational Change; Educational Improvement; *Educational Quality; Elementary Secondary Education; Excellence in Education; *Minority Group Teachers; Postsecondary Education; *Teacher Education; *Teacher Recruitment
IDENTIFIERS- ERIC Digests

This ERIC Digest addresses issues concerning training and recruiting minority teachers in question-and-answer format: (1) How is the shortage of minority teachers expected to affect the quality of educational services? (2) Why is minority enrollment declining at the higher education level? (3) What can be done to change the situation? and (4) What are some innovative ways of recruiting minority teachers? Appended are ten references. (SI)

ED 302 960 EA 020 701

Sadker, Myra; Sadker, David

Equity and Excellence in Education Reform: An Unfinished Agenda.

PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Educational Change; Educational Improvement; Elementary Secondary Education; *Excellence in Education; *Females; Feminism; *Minority Groups; *Sex Bias; *Sex Fairness

This paper argues that the recent wave of school reform literature has neglected females, thereby threatening to close already narrowing windows of opportunity for their advanced education beyond high school. A line-by-line content analysis of 138 articles on educational reform published in nine influential professional journals between 1983 and January 1987, showed that the educational reform movement largely ignores issues of gender equity, and that males far outnumber females in authorship and in depiction in photos and illustrations. The report concludes by making the following recommendations to enhance equity in education, which the Excellence in Education movement ignores: (1) Classroom interaction between teachers and students must include more minority and female participation. (2) Curriculum content must address the academic problem areas that have historically plagued female students, chiefly in mathematics and science, in the same ways that remedial reading programs have traditionally been programmed for males. (3) Understanding why females and minority groups score lower than white males on standardized tests despite higher report card grades requires research. (4) Career counseling reform is needed to avoid course and career segregation and stereotyping. (5) The recruitment and retention of females in educational leadership positions will ensure supervision sensitive to the negative outcomes of gender bias in our nation's schools. (JAM)

ED 302 988 EC 211 875

A Report on Year 1 Activities under Part H--The Handicapped Infant and Toddlers Program.
National Association of State Directors of Special Education, Washington, D.C.
PUB DATE- Mar 88
NOTE- 29p.; Printed on colored paper.

AVAILABLE FROM- National Association of State Directors of Special Education, Inc., 2021 K St., N.W., Suite 315, Washington, DC 20006 ($6.00 first copy, $4.00 for each copy thereafter).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Compliance (Legal); *Disabilities; *Federal Legislation; Incidence; Infants; Interdisciplinary Approach; *Intervention; National Surveys; *State Programs; Statistical Data; Toddlers
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Act Amendments 1986

The report describes Year 1 activities under Part H, the Infant and Toddler Program, of Public Law 99-457, the Education of the Handicapped Amendments of 1986. State contacts for the Part H Program were asked to respond to questions in several major areas including: Interagency Coordinating Council, the use of Part H funds, the status of states' determination of definitions for developmentally delayed, and current implementation of the required components of the statewide early intervention system. Results indicated positive implementation efforts by the states. States are using mechanisms to enhance interagency collaboration but often lack needed information to facilitate state planning as seen in difficulties in estimating numbers of children and families served. Tables detail survey results for the 55 jurisdictions--all states and the District of Columbia, Puerto Rico, Guam, the Virgin Islands, and the Bureau of Indian Affairs. Tables report on: status of the State Interagency Coordinating Council (ICC), the number of times per year of planned Council meetings, the date of the first ICC meeting, the number of times the ICC met prior to January 1, 1988, the age range of Council focus, the agency or profession of Council chairperson, types of Council representation, use of Part H funds, and the state policy concerning "at risk" infants and toddlers. A list of Part H contact persons with addresses and phone numbers is also provided. (DB)

ED 303 001 EC 211 889

Peters, Susan
Effectiveness Indicators for Positive Integration of POHI (Physically and Other Health Impaired) Students.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- 28 Mar 88
NOTE- 41p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cerebral Palsy; Classroom Observation Techniques; Evaluation Methods; *Interaction Process Analysis; Interviews; *Mainstreaming; Outcomes of Education; Peer Acceptance; *Physical Disabilities; Primary Education; *Program Effectiveness; Teacher Student Relationship

The report describes a study which looked at two-way interactions among teachers and severely physically disabled and nondisabled children who were followed from kindergarten through first grade. Seven of the children had cerebral palsy and one a muscular disorders. Data collection included direct classroom observation on 74 days; interviews with administrators, parents, teachers, and aides; and evaluation of such historical documents as newsletters, student progress reports, school handbooks, and student placement forms. The report also provides discussion of social relations inherent in mainstreaming practices; a description of the study school; school structure and function; decision making process (how participants manipulate organizational structure); student placement procedures; educational planning procedures; ongoing institutional support; federal, state, and local contexts; effects of values, resources, and integrative mechanisms on classroom integration; the school as policy director; the case for cooperation; and the district/community as supporters. School systems need to ask the following questions: (1) Does the program provide the widest range of alternatives possible? (2) Is there a balance of alternatives? (3) Do program alternatives and balance of alternatives maximize individual student abilities and minimize differences? (DB)

ED 303 016 EC 212 104

Technology-Related Assistance for Individuals with Disabilities Act of 1988. Report. House of Representatives, 100th Congress, 2nd Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-100-819
PUB DATE- 4 Aug 88
NOTE- 57p.; Print is small in parts and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Assistive Devices (for Disabled); *Delivery Systems; *Disabilities; Electromechanical Aids; *Federal Aid; *Federal Legislation; Government Role; *Technology
IDENTIFIERS- Proposed Legislation

The report concerns H.R. 4904, a bill to establish a program of grants to states to promote the provision of technology related assistance to individuals with disabilities. Other aspects of the bill include authorization of a study on the financing of assistive technology devices and services, a feasibility study for establishing a National Information and Program Referral Network in Technology Related Assistance for Individuals with Disabilities, support of training and public awareness grants concerning knowledge of and effective use of assistive technology, and funding of demonstration and innovation projects related to technology-related assistance. After the text of the act, there is a summary, a review of Committee action (which reported the bill favorably to the full House), in depth consideration of the background and need for the legislation, and an explanation of the bill and Committee views. The bill authorizes the appropriation for the first year of $9,000,000 for Title I of the bill and $5,000,000 for Title II of the bill. (DB)

ED 303 030 FL 017 664

Brinton, Donna M.; Holten, Christine
Dialog Journals: A Window on the Act of Language Teaching.
PUB DATE- Mar 88
NOTE- 26p.; Revision of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Higher

Education; Language Teachers; Methods Courses; Practicums; *Preservice Teacher Education; Second Language Instruction; *Student Teachers; Teacher Student Relationship
IDENTIFIERS- *Dialogue Journals

An adaptation of the dialog journal technique, used for teacher training purposes, is described. The journals were used as medium of communication between novice teachers of English as a second language and their supervisors in a field practicum course. Journals were studied to quantify the types of student comments made, and to track the changes in the nature of this commentary over time. Journal entries were coded for type and analyzed during the course of the field experience. The present discussion includes the rationale for implementing the technique in a methodology course or field practicum, a sample student-teacher dialogue, representative student entries for each of the categories examined, and a description of the coding process. Following a discussion of the results, the limitations of the study and the implications of using the dialogue journal technique for teacher training are addressed. (Author/MSE)

ED 302 646   CE 051 608

Leonard, Rex; And Others
Reading Habits of Students in Adult Basic Education and High School Equivalency Programs.
PUB DATE- 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Students; Blacks; *High School Equivalency Programs; Older Adults; Reading Ability; *Reading Attitudes; *Reading Habits; *Reading Interests; Recreational Reading; Whites; Young Adults
IDENTIFIERS- Mississippi

A study was conducted to discern reading habits of adult basic education (ABE) and General Educational Development (GED) students in two Mississippi junior colleges. A sample of 217 students was administered a questionnaire about reading habits. The sample was studied as a whole and by the demographic variables of race, gender, age (14-19; 20-29; 30-39; 40-49; 50-67), and reading level based on their Test of Adult Basic Education (TABE) scores (5.0 or less; 5.1-7.9; or greater than 8.0). The most salient conclusion was that as a group, they were by no means nonreaders, though they spent less time reading than does the general population. Most reading was "educational" (including news), and least was "job related" and "recreational." Though most have read a book (or part of a book such as a bible) in the last six months, they are generally not book owners; most do subscribe to or buy regularly a newspaper or magazine. A plurality (44 percent) felt they were "good" readers. Responses to several questionnaire items varied by race, age, and TABE score. Suggestions were made to teach reading to similar groups by using materials in which they have professed an interest, such as magazines and newspapers, job-related materials, and religious publications. (Author/KC)

ED 302 660   CE 051 633

Solomon, George T., Ed.; And Others
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Conference (5th, Cincinnati, Ohio, March 18-19, 1988).
Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Small Business Administration, Washington, D.C.
PUB DATE- Mar 88
NOTE- 242p.; For related documents, see ED 270 564, ED 290 051, and CE 051 632.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; *Business Education; *Creativity; *Economic Opportunities; Education Work Relationship; *Entrepreneurship; Evaluation Criteria; *Innovation; Marketing; Postsecondary Education; Program Development; Program Implementation; Risk; School Business Relationship; Secondary Education; *Small Businesses; Youth Programs
IDENTIFIERS- Business Incubators

The following papers are included: "Defining the Win and Thereby Lessening the Losses for Successful Entrepreneurs" (Arthur Lipper III); "It Can Be Done" (Anthony Lemme); "A Self-Portrait of Entrepreneurs" (George T. Solomon, Erik K. Winslow); "Software Entrepreneurship: Lessons Learned" (John Coyne); "Developing and Implementing Entrepreneurial Cultures" (K. Mark Weaver); "New Venture Techniques that Work: The Celluland Story" (George L. Hess, Kenneth A. Willig); "Supporting Creativity within Commercial Enterprises" (Bruce G. Whiting); "People Say It's a Great Idea: Blue Crab Bay Company" (Pamela Barefoot); "Lateral Thinking: The Underlying Variable Influencing Creative, Innovative, and Entrepreneurial Characteristics" (L. W. Fernald, Jr.); "Evaluating a Business Opportunity" (Steve Marshall Cohen); "The Entrepreneurial Endeavor: Taking the Exam before You've Taken the Course" (Arax M. Kalajian); "The Ohio Ventures in Business Ownership Project" (M. Catherine Ashmore); "Rx for Advertising" (Edmond A. Bruneau); "Creative Approaches to Marketing Strategies for Entrepreneurial Ventures" (John T. Redington);

"Entrepreneurship Education for America's Youth" (M. Catherine Ashmore, Lou Perry, Sonia Price); "Trends in Incubator Development and Management Assistance Strategies for Incubators" (Anthony M. Robinson); "Control Data Corporation's Business Development Programs: Tools to Assist Today's Entrepreneur" (Gene Agerton); and "The Third Year of New Business in America: A Progress Report" (William J. Dennis, Jr., William C. Dunkelberg). (MN)

ED 302 674 CE 051 677

Mason, Peter
On-the-Job Training. A Tutor Guide for Training Job Instructors.
Vocational Training Council, Wellington (New Zealand).
PUB DATE- 82
NOTE- 331p.; For a related instructor guide, see ED 256 876.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; *Classroom Techniques; *Faculty Development; Foreign Countries; Learning Activities; *On the Job Training; *Teacher Education; Teaching Guides; *Teaching Methods; Trade and Industrial Education; Vocational Education
IDENTIFIERS- New Zealand

This guide provides the job instruction course tutor with materials for a 13-session training program for job instructors. An introduction provides information helpful as a prelude to the actual training, covering such topics as the problems of mixed ages and experience, surviving the first course, student involvement, small group skills, and the training room environment. The 13 sessions cover these topics: the introductory session; getting it straight (job training and learning); communications, motivation, and human relations; the learning process; the 10 principles of good job instruction; instructional methods; aids to instruction; preparation for the job instruction; confirming the learning; administrative tasks associated with job instruction; how am I doing? a practical exercise; how am I doing? a knowledge-based exercise; and the concluding session. Each session follows a similar outline with these components: an information sheet that provides a synopsis, list of objectives, suggested student measurement technique, list of materials; subject explanations for the tutor; examples; class tasks (with necessary information and materials); group tasks; practical tasks (with required information and materials); and collection of feedback. Any necessary handouts or transparency masters are provided. (YLB)

ED 302 688 CE 051 710

Bailey, Thomas
Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 88
NOTE- 70p.; For a related document, see CE 051 709.
GRANT- G008690008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Computers; *Educational Needs; Education Work Relationship; *Job Skills; *Job Training; Postsecondary Education; *Retraining; School Business Relationship; *Skill Development; *Technological Advancement
IDENTIFIERS- *Textile Industry

This report on the textile industry focuses on the training and education of production-level textile workers--from unskilled factory hands to first-level supervisors. It is part of a larger study of the educational implications of broad economic changes, particularly the spread of microelectronic technologies, growing national and international competition, and the large increase in the number and variety of products and services. The analysis is organized in six chapters. The first chapter is an overview of the textile industry that describes the central trends, including rising imports, modernization, and the proliferation of products. Chapter 2 discusses technological innovations in textiles. Chapter 3 describes innovations in the organization of production and in the training and management of the work force. Chapter 4 summarizes the implications of the technological and organizational changes on the skill demands of the industry. Chapter 5 describes how the changes in technology, organization, and skills have affected the system for training and educating production-level textile workers. Finally, Chapter 6 discusses how that system might change to be more in tune with current needs of the industry and presents generalizations tying this report more closely to other case studies for this project. (KC)

ED 302 704 CE 051 733

Juvenile Counselor Knowledge/Skill Maps. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87

NOTE- 158p.; For related documents, see CE 051 717-725, 729-735, and 739-744.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Competency Based Education; *Correctional Rehabilitation; *Counselor Evaluation; Counselor Qualifications; Counselors; *Counselor Selection; Counselor Training; Delinquency; Employment Qualifications; *Job Skills; *Occupational Information; Postsecondary Education

IDENTIFIERS- *California

This booklet provides knowledge and skill maps for competencies needed by juvenile counselors. The maps were developed as part of the evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections Program in California. Created through a needs analysis, each map consists of all the knowledge and skills necessary for successful performance of a given core task. For each knowledge/skill, its value, prerequisites, aids and resources, rules and concepts, and steps of the procedure are outlined. The core tasks for which knowledge/skill maps have been created include the following: (1) booking, receiving, and releasing; (2) admissions and orientation; (3) escorting and transporting; (4) supervising juveniles--daily care and custody; (5) supervising juveniles--recreational or leisure time activities; (6) supervising juveniles--work details; (7) casework; (8) recordkeeping and report writing; (9) searching and securing; (10) supervising noninmate movement and visitors; (11) emergencies; (12) communicating; (13) physically demanding tasks; and (14) miscellaneous tasks. (KC)

ED 302 763 CG 021 351

Moore, Pamela S.
Suicide. Useful Information.
National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS(ADM)86-1489
PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Counseling Techniques; *Death; *Depression (Psychology); Emotional Problems; *High Risk Persons; Incidence; *Prevention; *Suicide

This document presents information on suicide intended for a general audience who want to understand and prevent suicide. The history of suicide in ancient cultures and its incidence in industrialized countries is discussed first. Especially concerned people, i.e, survivors, families at risk, individuals at risk, and caregivers, are defined. Characteristics of people who commit suicide are described, including those of the elderly, adolescents and young adults, children, males, females, blacks, marrieds, and singles. These reasons for suicide are discussed: depression, hopelessness, alcoholism, and schizophrenia. Familial influence and biochemical clues in theories of suicide are discussed. While it is noted that suicide, like much of human behavior, is difficult to predict, suicide's warning signs are described. These include previous suicide attempts, suicide talk, making arrangements, personality or behavior change, and clinical depression. Appropriate responses to potential suicide are described. Treatments for mood disturbances are discussed, including psychotherapy, drug therapy, hospitalization, and electroconvulsive therapy. Prevention methods, including federal and state initiatives, private and volunteer initiatives, minimizing the means for self-destruction, and suicide prevention centers and hotlines, are described. The report concludes that it is everyone's responsibility to help try to prevent suicide. Lists of organizations, further reading, and where to find help are provided. (ABL)

ED 302 853 CS 211 638

Manley, Loretta S.
Incorporating Children's Literature into the Elementary School Reading and Language Arts Curriculum: An Annotated Bibliography.
PUB DATE- Nov 88
NOTE- 57p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Curriculum Development; Elementary Education; *Language Arts; *Reading Attitudes; Reading Instruction; *Reading Programs; Teaching Methods

To examine the effects of traditional reading programs on children's attitudes toward reading and what influence children's literature might have on such attitudes, a study proposed a possible rationale for incorporating children's literature into the curriculum to provide a more balanced reading program for students. The study compiled 60 annotations of books and articles in three areas: (1) the necessity of literature in the classroom; (2) the justification for literature in the classroom; and (3) the expectations of literature in the classroom. The study concluded that the need for children's literature in the elementary curriculum has been well documented in research; reading instruction presented in the confines of a traditional format, primarily basal readers, is narrow in approach and does not lead to healthy attitudes toward reading; it is the teacher's domain to influence favorable attitudes toward a subject; and reader involvement or response must be encouraged to realize the full potential of a literature program. (A glossary is included, and 59 references are attached.) (MS)

ED 302 882 EA 020 517

Funderburg, Jean; And Others
The Administrator Training Program. A Model of Educational Leadership.
San Jose Unified School District, Calif.
SPONS. AGENCY- Hewlett Foundation, Inc., Garden City, N.Y.
PUB DATE- Sep 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *College School Cooperation; Educational Cooperation; Elementary Secondary Education; Institutional Cooperation; Leadership; *Leadership Training; *Management Development
IDENTIFIERS- *San Jose Unified School District CA; *Stanford University CA

This paper describes the Administrator Training Program (ATP), a joint venture between San Jose Unified School District and Stanford University. A discussion of the ATP's theoretical framework is followed by an outline of the structure and content of the program and a review of the ATP outcomes. Then the generic elements of the ATP model are identified with a view to their application in assisting administrators in other school districts to be better leaders. The conclusion states ATP's purpose, which is to combine theoretical underpinnings with coursework about behavioral structures and group interaction processes in order to present future educational leaders with cognitive tools to use in solving specific district and school-based problems. (JAM)

ED 302 930 EA 020 614

Franklin, Cynthia; And Others
A University Based Alternative School for High School Dropouts.

PUB DATE- Nov 88
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association of Social Workers (Philadelphia, PA, November 9-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Behavior Change; Dropout Attitudes; Dropout Characteristics; Dropout Programs; Dropout Research; *Dropouts; Emotional Adjustment; Higher Education; High Schools; High School Students; *Instructional Effectiveness; *Program Effectiveness; Program Evaluation; Student Adjustment; Therapy
IDENTIFIERS- *University of Texas Arlington

This study evaluated the effectiveness of an educational and treatment program for high school dropouts initiated by a private alternative school contracting with a graduate school of social work. The Cassata Program, a joint effort by the Cassata Learning Center and the University of Texas at Arlington, was designed to improve students' academic performance and to change student behaviors so that they might fit the academic objectives of the program. Individual, family, and parents' group therapy were among the treatments that contributed to a 73 percent success rate with participating students. Success was defined as posttest increases in math, reading, and overall academic achievement test scores based on the Test of Adult Basic Education (TABES). Posttest improvements in self-esteem were based on standardized behavioral, self-esteem, and family adaptation and cohesion assessment instruments. Statistical analysis of covariance (t-tests) indicated that the various social work and treatment services influenced program outcomes positively. A list of references is included. (JAM)

ED 302 944 EA 020 633

Rust, Frances O'Connell
Putting Together the Picture of School Improvement in Buffalo.

PUB DATE- Apr 88
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Board of Education Policy; *Change Strategies; *Desegregation Litigation; *Educational Change; Educational Improvement; Elementary Secondary Education; *Racial Integration; *Racially Balanced Schools; *School Desegregation
IDENTIFIERS- *Buffalo Public Schools NY

This study evaluates the process of desegregation in Buffalo City Public Schools and adds to educational change literature in two ways. First, it analyzes the initiation and implementation phases of school desegregation by describing how the innovation was shaped by participants to fit the system using it. Second, the technique of event analysis shows how the innovation of desegregation polarized Buffalo. Educational change in Buffalo's case not only created conflicts but also the solutions to resolve them. The study concludes that Buffalo has made significant progress in the past 12 years from being a deeply divided city along racial and ethnic lines to becoming genuinely integrated, and it suggests that the desegregation process has been a direct result of school leaders redirecting issues away from cultural perspectives about race to political levels where good education becomes the focus. (JAM)

ED 302 631 CE 051 508

Aviation Maintenance Technology. Airframe. A203. Aircraft Fabric Covering, Painting, and Finishing. Instructor Material.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 158p.; Portions printed on colored paper. Photographs may not reproduce clearly. For related documents, see ED 279 822-827 and CE 051 507-509.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. TI1207).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aerospace Industry; *Aviation Technology; Classroom Techniques; Learning Activities; Learning Modules; Lesson Plans; *Maintenance; *Painting (Industrial Arts); Postsecondary Education; Repair; Secondary Education; State Curriculum Guides; Teaching Methods; Test Items; Transparencies
IDENTIFIERS- *Aircraft; Oklahoma

This teacher's guide is designed to aid teachers in leading students through a module on airframe building and repair, including fabric covering, painting, and finishing. The module contains two units that cover the following topics: (1) inspecting, testing, and installing aircraft fabric coverings and (2) applying dope, paint, and trim. Each unit follows a standardized format that consists of the following components: introduction and module objective, specific objectives, instructor's implementation guide, technical information supplements, transparency masters, workbook supplements, answers to workbook supplements, project guides,

theory test, and answers to theory test. A course test with answer key completes the package. (KC)

ED 302 720 CE 051 787

Chandler, David, Comp.; And Others
Child Care. Exemplary Prevocational Programs for the Educable Mentally Retarded in Mississippi. PVO Unit XI--Miniunits 1-9.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
PUB DATE- 84
NOTE- 83p.; For related documents, see CE 051 788-789.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Career Education; *Career Exploration; *Child Care Occupations; Child Development; Course Content; *Day Care; Disabilities; Learning Activities; Lesson Plans; *Mild Mental Retardation; Occupational Information; Postsecondary Education; *Prevocational Education; Secondary Education; Skill Development; Teaching Methods; Units of Study
IDENTIFIERS- Mississippi

This unit is part of a Mississippi program developed to provide exploratory experiences and training for handicapped students, to determine if these students are capable of further vocational training or are poor risks for further occupational training, and to train students for basal skill occupations. The materials included in this unit on child care have been developed for use by teachers of mildly mentally retarded students. The unit contains nine miniunits that cover job opportunities; basic housekeeping skills; infant care; preschool children; health and safety; observation of preschool programs; discipline and guidance of preschool children; play supervision; and simulation of a day-care center. Each miniunit is composed of the following parts: unit goal; objectives; resources; tools and/or equipment; materials and/or supplies; information and/or procedures; learning experiences; and suggested related activities. The last page of each miniunit is a sample form designed for use by the vocational preparation teacher in recording tasks in the order in which they should be taught, with procedures to be used in accomplishing them. A glossary is included in the guide. (KC)

ED 302 748 CG 021 336

Tiedje, Linda Beth; Downey, Geraldine

Employed Parents' Depression: Effects of Spouse Support and Child Behavior.

PUB DATE- Aug 88

NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Problems; College Faculty; Coping; *Depression (Psychology); *Employed Parents; Interpersonal Relationship; Managerial Occupations; *Mothers; Parent Child Relationship; *Social Support Groups; *Spouses

IDENTIFIERS- *Role Satisfaction

This study was undertaken to assess the impact of children's behaviors on employed parents' adjustment and to test a specific model of how spouse support may facilitate coping with the stress of a difficult child. It was hypothesized that child behavioral difficulty and spouse support would affect maternal depression through the mediation of perceived satisfaction in home and work roles. Subjects were participants (N=135) in an ongoing panel study of 200 women, each employed full-time in either college teaching or middle level management. All women were married and had at least one preschool-aged child. Data were collected from women at four time points and from their husbands at two points over a 12-month period. Multiple standardized instruments were used to measure perceptions of child behavior, spouse support, and depression. Preliminary results of a path analysis indicated that child behavioral difficulty was related to parental depression through the mediation of parental role satisfaction. General support from one's spouse appeared to exert its protective influence against depression indirectly through the mediation of work role satisfaction. (Author/NB)

ED 302 778 CG 021 368

Lichtenberg, James W.; Knox-Harbour, Pamela L.
Order Out of Chaos: A Structural Analysis of Group Therapy.
PUB DATE- Aug 88
NOTE- 43p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Group Counseling; *Group Dynamics; *Group Structure; *Interpersonal Relationship; *Psychotherapy

Within the literature on group counseling and psychotherapy, the structure of therapeutic group processes is frequently described in terms of stages of the group process. Numerous group stages have been proposed to describe the social interaction and change in social interaction that is characteristic of group therapy. This study examined the structure and organization of the social interaction within four therapy groups. Structure and organization were defined for purposes of the study as a function of both the simple unconditional responding of the group participants and the interactive or conditional responding of the participants to each other. Drawing on Shannon and Weaver's (1949) mathematical theory of communication, the interactive structure of the groups was measured in terms of the entropy (or randomness) of the groups' interactions and the redundancy (or patterning) of the interaction. No consistent pattern of organization/disorganization was found to characterize the groups. For the most part, all four groups remained fairly unstructured across their group sessions. No developmental patterns or stages of group development or organization were apparent. Investigation of attempted and achieved dominance within the groups suggested that the frequency with which group members spoke was inversely related to their actual dominance in the groups and the achieved dominance of the group leaders and the group members was fairly equal across groups and across sessions. (Author/NB)

ED 302 808 CS 009 454

Ediger, Marlow
Listening in the School Curriculum.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; *Educational Philosophy; Educational Theories; Elementary Secondary Education; *Listening
IDENTIFIERS- Curriculum Emphases

Listening is a skill that permeates all curriculum areas at both elementary and secondary levels. Definite philosophies are in evidence pertaining to listening. The testing and measurement movement has stressed using precise, behaviorally stated objectives in teaching-learning situations. Learning opportunities are selected which harmonize with predetermined strategies in the area of listening. The evaluation procedure is matched to the specific learning goals. As a second philosophy of teaching, students with teacher guidance may engage in problem solving experiences. Listening activities can be an important way for students to secure information to solve problems. A third philosophy of teaching, individual decision making, stresses students as the focal point of making choices in the curriculum. The behaviorally stated objectives movement advocates setting behavioral objectives for students to attain. Thus, a teacher, after teaching toward a set of behaviorally stated objectives in listening appraises the extent to which objectives have been attained. Finally, humanism as a psychology of learning emphasizes heavy student input into curriculum development. Content is selected for its intrinsic values of interest, meaning, and purpose for the student. In developing a listening curriculum, ample emphasis should be placed upon the problem solving, as well as the decision-making philosophies. More emphasis should also be placed upon humanism, as compared to the utilization of behaviorally stated objectives.

Humanism, which stresses student initiative in the curriculum, allows active student involvement in selecting and solving problems. (MM)

ED 302 823 CS 009 474

Scott, Judith A.; And Others
From Present to Future: Beyond "Becoming a Nation of Readers."
  Technical Report No. 443.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ.,
  Urbana. Center for the Study of Reading.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE- Nov 88
NOTE- 22p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal
  Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; Elementary Secondary Education;
  *Motivation; *Reading Comprehension; *Reading Instruction; *Reading
  Research
IDENTIFIERS- *Becoming a Nation of Readers; Educational Issues;
  *Emergent Literacy; Reading Motivation

This paper takes a critical look at the Commission on Reading report, "Becoming a Nation of Readers," to suggest some directions for future research. The paper analyzes some of the general statements made in the report and focuses in depth on three issues: motivation and reading, comprehension instruction, and emergent literacy. The paper argues that although "Becoming a Nation of Readers" has been hailed as the definitive statement about reading, some of the key issues are buttressed by less than conclusive evidence. One hundred and nine references are appended. (Author/MS)

ED 302 869 CS 506 525

Ortiz-Seda, Darnyd W
The Use of Creative Dramatics in the Teaching of Drama with Special Application to the Teaching of English as a Second Language.
PUB DATE- 84
NOTE- 119p.; Master's Thesis, University of Puerto Rico.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Freshmen; *Creative Dramatics; *Drama; *English (Second Language); Higher Education; High School Seniors; Literary Criticism; *Literary Devices; Teaching Methods
IDENTIFIERS- *Literary Theory; *Performance Analysis

Since performance is the main difference between drama and fiction, it should be included in drama instruction in order to give students a complete view of what drama really is. Accordingly, a series of theatrical techniques to teach four elements of drama--plot, character, setting, and mood--were elaborated. Improvisations, pantomimes, extrapolation or expanding a character, and role playing are included among the activities, on the premise that the use of performance techniques should be incorporated with the standard methods of literary analysis and taught simultaneously to help students better comprehend plays. This theory is illustrated with exercises used to teach two plays, William Shakespeare's "The Tragedy of Romeo and Juliet," and Thornton Wilder's "The Matchmaker." These plays were chosen because they presented concrete characters and situations that the students could recognize as real. In addition, genre, historical period, technical devices, and audience were considered in making the choices. These suggestions and exercises are well suited to ordinary high school students and/or freshman college students who are learning English as a Second Language (ESL). Guidelines for teachers who would like to use the activities in their classrooms are included. (Sixty-one references are attached.) (RAE)

ED 302 899 EA 020 556

Bowers, Bruce C.
Policy Analysis for School Districts. ERIC Digest Series Number EA30.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- OERI-R188062004
AVAILABLE FROM- ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each request).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Board of Education Policy; *Boards of Education; *Educational Policy; Elementary Secondary Education; Evaluation Methods; *Policy Formation; Public Schools; School Policy
IDENTIFIERS- ERIC Digests

This ERIC Digest focuses on educational policy analysis at the local school district level. The digest suggests how school boards can use policy analysis as a tool for policy formation and implementation. Several aspects of school district policy analysis are covered in question-and-answer format: (1) Which role of the policy analyst is most useful to policymakers? (2) Is policy analysis being done at the local level; (3) How may policy analysis help the board identify issues? (4) How can a policy analyst assist in formulating policies? and (5) Is the policy analyst's mission complete once policy has been formulated? Appended are 10 references. (SI)

ED 302 915 EA 020 586

High, Reginald M.; Achilles, C. M.
Teacher Involvement: A Message for "Restructurers."
PUB DATE- Nov 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Learning Activities; *Participative Decision Making; *Principals; *School Activities; Teacher Influence; *Teacher Participation
IDENTIFIERS- *Tennessee

This study, a research component of Tennessee's 1987-1988 Leadership in Educational Administration Development (LEAD) project, describes actual and preferred teacher involvement in selected school activities. Two hundred and three teachers in 18 schools ranked their degree of actual and preferred involvement in determining school activities. The research indicated that teachers want to be involved in activities that relate to their primary function, teaching. It suggests that principals should assess teacher learning activity preferences and gear school learning experiences toward them. (JAM)

ED 302 974 EC 211 861

Trohanis, Pascal L.
Preparing for Change: The Implementation of Public Law 99-457.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 13p.; In: Jordan, June, Ed. And Others; Early Childhood Special Education: Birth to Three; see EC 211 851.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decision Making; *Disabilities; *Educational Change; Educational Trends; Federal State Relationship; Infants; Preschool Education; *Public Policy; Systems Analysis; Toddlers
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Act Amendments 1986

Part of a volume which explores current issues in service delivery to infants and toddlers (ages birth to 3) with handicapping conditions, this chapter discusses the process of change in relation to policy implementation of Public Law 99-457, beginning with an analysis of congressional, federal, and state dimensions. The concept of change is viewed as a dynamic process of ensuring that early intervention policies, ideas, programs, products, or systems (PIPPS) are put into practice within local communities and states. Phases of user decision making are outlined (awareness, interest, evaluation, support, resources, try-out, preoperations), and a planning approach to guide implementation is described. The lead agency and the state interagency coordinating council are seen as primary leaders of the implementation effort. References are appended. (JW)

ED 302 734 CE 051 862

Sutphin, H. Dean, Ed.
The Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1987-88.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
SPONS. AGENCY- American Vocational Association, Alexandria, VA. Agricultural Education Div.
PUB DATE- Jan 89
NOTE- 150p.; For 1986-87 summary, see ED 297 162.
AVAILABLE FROM- Department of Education, 302 Roberts Hall, Cornell University, Ithaca, NY 14850 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adult Education; *Agricultural Education; Agriculture; Comparative Analysis; *Curriculum Development; Educational Needs; *Educational Practices; Elementary Secondary Education; International Programs; Outcomes of Education; Postsecondary Education; Program Content; Program Effectiveness; *Program Evaluation; *Research and Development; *Research Projects; Rural Education; Student Characteristics; Teacher Attitudes;

Teacher Education; Vocational Education

This document includes abstracts of research and development projects dealing with agricultural education that were completed in the United States between September 1, 1987, and August 31, 1988. A total of 185 research abstracts are included (71 master's papers or theses, 44 doctoral dissertations, and 70 staff studies. Thirty institutions from 27 states contributed. The following are among the topics covered in the individual research projects: adult education; agricultural education programs (characteristics, context, future directions, funding, staffing); agricultural practices and the industry; agriculture teachers; curriculum and instruction in grades K-12 (competency assessment, curriculum development, implementation, instructional materials and technologies, science in agricultural education, and sequencing and scheduling); decision making; extension education; international education; postsecondary/university programs; psychological type profiles; rural schools; secondary agriculture students; and vocational education. Citations of research and development activities in progress, ERIC accession numbers for previous national summaries, and author and subject indexes are also included. (MN)

ED 302 793 CG 021 384

Carty, Laurie

Developmental Peer Counseling and Health Promotion.

PUB DATE- Jan 88
NOTE- 27p.; Paper presented at the Annual Meeting of the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Coping; *Counseling Effectiveness; Foreign Countries; Interpersonal Competence; Interpersonal Relationship; *Peer Counseling; Program Effectiveness; Self Esteem; *Social Support Groups; Stress Variables
IDENTIFIERS- Canada

Contemporary society is failing to meet the developmental needs of youth. A peer counseling program using a variety of approaches including unstructured drop-in time for arts and crafts, games or simple interaction; planned social activities; and weekly 3-hour meetings was implemented. This study examined the outcome of the peer counseling program on stress, coping, self-esteem, and social support on a group of adolescents (N=102) who had received peer counseling compared to two control groups (N=238). Four instruments were used to assess stress, self-esteem, social support and coping. The analysis revealed significant differences between the counseled group means and both control group means on the coping factor and on social support scales. Posttests were given to the same subjects 5 months after the administration of pretests. The results showed decreases between the pretest and posttest means in the counseled group on measures of stress, and decreases in one control group on measures of social support. Peer counseling seemed to have a positive impact on the promotion of health development in the young persons experiencing the peer counseling. (ABL)

ED 302 838 CS 009 491

Wendler, David; And Others
Comprehension Instruction of Award Winning Teachers, Masters Degree Teachers and Non-Masters Degree Teachers.
PUB DATE- Nov 88
NOTE- 59p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Educational Research; Elementary Education; Elementary School Teachers; Public School Teachers; *Reading Comprehension; Reading Instruction; Teacher Attitudes; *Teacher Effectiveness; *Teaching Methods; Time Management
IDENTIFIERS- Observational Studies; Observation of Teacher Management Behavior

A study examined time spent on comprehension instruction by award winning, masters degree, and non-masters degree teachers. Observations of reading lessons were made under two conditions; not-cued and cued to teach "ideal" comprehension instruction lessons. Subjects were 36 public school third-, fourth-, fifth-, and sixth-grade teachers teaching in 20 different schools located in 12 different public school districts of a midwestern state. Results were analyzed using a one between, one within analysis of variance with repeated measures on one factor with respect to percentage of time spent on prereading activities, comprehension instruction, and all comprehension activities. Results showed there were no significant differences among the award winning, masters degree, and non-masters degree teachers in the percentage of time spent on pre-reading activities or on comprehension instruction. Award winning teachers did allocate significantly more time than non-masters degree teachers to making assignments and to giving individual help with those assignments. When told that comprehension instruction was the purpose of observations, teachers did not increase the percentage of time for prereading activities or comprehension instruction. Instead they significantly increased the percentage of time spent asking assessment questions, listening to students' answers, and giving corrective feedback. (Eight tables of data, 2 appendixes of categories and definitions of Reading Activities and Teacher Behaviors, and 38 references are attached.) (Author/RAE)

ED 302 883 EA 020 518

Amundson, Kristen J.
First Teachers: Parental Involvement in the Public Schools.
National School Boards Association, Alexandria, VA.
PUB DATE- Nov 88
NOTE- 57p.
AVAILABLE FROM- Research and Information Services Dept., National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Policy; *Boards of Education; *Educational Policy; Educational Research; Educational Trends; Elementary Secondary Education; *Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Public Schools; School Demography; Socioeconomic Influences

Drawing on current research and practice, this monograph is designed to help school boards deal with the important question of parent involvement. The first of five chapters examines the benefits of parent involvement in education. Next, the current demographic and societal trends that make involving parents more difficult than previously are explored. Then, barriers to parent involvement are discussed, including educational practices that may discourage effective involvement. Six successful parent involvement programs around the country are then profiled. Finally, the policy implications for local school boards are discussed. Appended are (1) a list of resources for school board members; (2) a sample policy checklist; and (3) descriptions of sample policies. (SI)

ED 302 945 EA 020 639

Wynne, Edward A.
Why Americans Can't Handle Censorship (Even for Children).
PUB DATE- Apr 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Appended copyrighted article is included with permission of its publisher.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; Elementary Secondary Education; Ethical Instruction; *Freedom of Information; *Freedom of Speech;

*Intellectual Freedom; *Moral Issues; Moral Values
IDENTIFIERS- *Gore (Tipper)

This paper observes that Americans, although they broadly and vocally resist informational censorship in the schools even for children, waffle in their efforts to eliminate the powerful and sometimes offensive cultural artifacts of popular "teen culture" from school curriculums. Potent economic and political forces, however, conspire to thwart parental attempts to limit curricular choice. Framing the argument is the example of Tipper Gore's polite national campaign to eliminate inappropriate curricular materials, disguising the word "censorship" with "choice" in order to prevent the vendors of immoral informational goods and services from complaining about First Amendment infringements and placate liberal parents opposed to any form of censorship. The apparent inconsistency in our curricular policies regarding censorship is firmly rooted in the "principle of exceptionality." This philosophy aggrandizes this Nation's extends constitutional guarantees, despite their occasional harmful consequences, beyond the purposes of citizen protection for which they were originally intended. This paper concludes that some censorship is necessary in order to protect our impressionable and vulnerable young from exploitative and potentially harmful information and that the quixotic elements in the current anticensorship policies must be rejected. (JAM)

ED 303 002   EC 211 890

Holmes, Cooper B.
The Head-Injured College Student.
REPORT NO.- ISBN-0-398-05475-4
PUB DATE- 13 Jun 88
NOTE- 81p.
AVAILABLE FROM- Charles C. Thomas, 2600 South First St., P.O. Box 4709, Springfield, IL 62708-4709 ($24.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Anatomy; Behavior Patterns; College Students; Higher Education; *Neurological Impairments; *Neurology; *Rehabilitation; Trend Analysis
IDENTIFIERS- *Head Injuries

Intended for use by professionals as well as head-injured college students and their families, the text provides basic information about head injuries, brain anatomy, the effects of injury to the various areas of the brain, and the major factors in recovery and rehabilitation. It examines the viability of college attendance for the head-injured individual and discusses types of difficulties, physical, emotional, and cognitive, likely to be encountered. Guidelines for improving the head-injured student's college experience are provided. A discussion of future directions concludes the text. (DB)

ED 303 017 EC 212 105

Dunn, Nancy; And Others
Integrating Computers and Electronic Technology into the Curriculum for Students with Multiple Handicaps.
Des Moines Public Schools, Iowa.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- Aug 88
NOTE- 78p.; A part of the Early Childhood/Special Education Program.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Assistive Devices (for Disabled); Basic Skills; Communication Skills; Computer Literacy; *Computer Software; *Computer Uses in Education; Curriculum Development; *Educational Technology; Electromechanical Aids; Electronic Equipment; Input Output Devices; *Multiple Disabilities

The monograph is intended to offer educators a systematic approach to using electronic technology and computers with students having multiple handicaps. A model is presented which features a top down approach to curriculum with emphasis on developing age-appropriate functional skills useful in future environments. A training sequence based upon pupil ability to access electronic equipment and computers is outlined. The long term functional benefits of teaching students to use computers and electronic equipment is stressed. Processes are suggested for matching students to computer hardware and software. The chapter on communication and technology gives examples of training activities and use of various types of equipment. Another chapter focuses on integrating use of technology into the daily instructional routine. The last chapter illustrates use of technology with individual students with severe and profound handicaps. Also provided are an instructional progression and decision making flow chart, a computer evaluation form, software review and software inventory forms. A list of resources lists equipment and software (with addresses of sources) in the areas of: switch training and communication, software for concept and language development, learning tools, voice output, other output devices, switches and switch interfaces, and alternate keyboard and input devices. (DB)

ED 303 031 FL 017 729

Gillett, James Stephen

Student Achievement in English-Ukrainian Partial Immersion Programs.

PUB DATE- 87
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *English; Foreign Countries; *Immersion Programs; Intellectual Disciplines; *Language Skills; *Program Effectiveness; Program Evaluation; Research Methodology; Second Language Instruction; Skill Development; Student Adjustment; *Ukrainian; Uncommonly Taught Languages; Verbal Development
IDENTIFIERS- Alberta; *Canada (Prairie Provinces); Manitoba; Saskatchewan

An examination of the effectiveness of English-Ukrainian partial immersion programs in Alberta, Saskatchewan, and Manitoba looks at research already done in five areas: student achievement in English language skills, Ukrainian language skills, academic subjects other than English or Ukrainian, students' cognitive development, and students' social and psychological adjustment and perceptions.

Weaknesses found in the research methodology are discussed, and it is concluded that these weaknesses bring many of the research results into question. Further testing of English-Ukrainian partial immersion programs using more carefully monitored methods and variables is recommended. (MSE)

ED 302 961 EA 020 702

Murphy, Joseph
Instructional Improvement and the Control of Schools.
PUB DATE- Apr 88
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; *Educational Assessment; Educational Quality; Elementary Secondary Education; *Instructional Improvement; *Organizational Effectiveness; *Power Structure; *School Effectiveness; School Role; School Supervision
IDENTIFIERS- *California

This paper reviews, in two parts, discoveries about control in 12 instructionally effective school districts (IESD) in California. In part one, after describing six ways to view administrative control, this report provides a brief description of the study, presents findings on the use of selected control mechanisms, and reviews what was learned about the the dynamics of control and empowerment in these districts. Part two consists of a discussion concerning the methodological problems in studies of control in educational organizations. The conclusion notes a need to view control and empowerment as interrelated, not opposite constructs. (JAM)

ED 302 647 CE 051 610

Ediger, Marlow
Futurism in Vocational Education.

PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Diagnosis; Educational Objectives; Educational Research; Educational Theories; *Futures (of Society); *Inservice Teacher Education; Learning Activities; Secondary Education; Student Evaluation; *Teacher Improvement; Teaching Methods; *Vocational Education; *Vocational Education Teachers

Vocational education is likely to change dramatically as society as a whole continues to change in the future. Research conducted by vocational education specialists will likely result in a new scope and sequence of vocational instruction. New theories of vocational education will be developed, as will new instructional methods based on these theories. As vocational education becomes an increasing integral part of society, its objectives will reflect the needs of society's work force and learning activities will become more varied than ever before. Better means of diagnosing student learning difficulties and improved procedures for appraising vocational education students' progress will be in evidence. Instructors will likely complete master's degrees requirements in order to teach vocational education. In regard to inservice teacher education, the following are needed: instructor-conducted research, particularly on ways of improving course content; independent study projects for instructors; videotape training materials for teachers; regional planning meetings; and ample opportunities for discussions with others in their professions, including team planning sessions; paid sabbaticals; and libraries geared specifically to the needs of vocational education teachers. (MN)

ED 302 689 CE 051 711

Direct Students in Instructing Other Students. Second Edition. Module C-4 of Category C--Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-255-4
PUB DATE- 88
NOTE- 28p.; For other modules in this series, see ED 296 135-141 and CE 051 621-623.
AVAILABLE FROM- American Assocation for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Techniques; *Competency Based Teacher Education; Learning Modules; *Peer Teaching; Postsecondary Education; Secondary Education; Teaching Methods; *Tutoring; *Vocational Education Teachers

This guide was developed to help preservice or inservice vocational teachers develop their skills in training students to tutor other students and to make presentations in the classroom. These experiences will also help teach students to teach themselves. This module is one in a series of learning packages focusing upon professional competencies needed by vocational teachers. Each module provides learning experiences that integrate theory and application, and each culminates with criterion-referenced assessment of the teacher's performance of the specific competency. The information presented in this module is organized in three learning experiences. The first learning experience focuses on students and teachers discussing the tutoring experience with their peers; the second on observing a teacher directing students in instructing other students; and the third on an actual teaching situation in which students/teachers can direct students in instructing other students. Each learning experience consists of an overview, enabling objective, learning activities, and a self-check with model answers. (KC)

ED 302 705 CE 051 734

Juvenile Counselor Core Training Course Manual. Appendix B-2.

Standards and Training for Corrections Program.
California State Board of Corrections, Sacramento.
PUB DATE- 87
NOTE- 132p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; *Core Curriculum; *Correctional Rehabilitation; *Counselor Evaluation; Counselor Qualifications; Counselors; *Counselor Selection; *Counselor Training; Delinquency; Employment Qualifications; Job Analysis; Job Skills; Occupational Information; Postsecondary Education
IDENTIFIERS- *California

This training course manual introduces and explains the juvenile counselor training course developed as part of the evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections Program in California. The manual provides information on the assumptions that guided the development of the course, the process by which they were developed, and how to use the specifications in the course to prepare course lectures, materials, and tests. The manual is divided into eight sections that cover the following: (1) the major assumptions that guided the development of the training course; (2) a description of the juvenile counselor's job; (3) an overview of the juvenile counselor core training course; (4) daily course schedules; (5) performance objectives for the course; (6) performance objectives for test preparation; (7) performance objectives by core task index; and (8) the full list of juvenile counselor core tasks. (KC)

ED 302 854 CS 211 639

Heise, Lori L.

The Effects of Writing on Elementary School Students' Reading Comprehension.

PUB DATE- Nov 88
NOTE- 40p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials

- Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; Cloze Procedure; *Correlation; Decoding (Reading); Elementary Education; Outlining (Discourse); *Reading Comprehension; *Reading Writing Relationship; Schemata (Cognition); Sentence Combining; Teaching Methods
IDENTIFIERS- Mapping; Summary Writing; Writing Strategies

To help elementary school teachers decide whether writing is beneficial to their students' comprehension, and if it is, which activities are the most effective, a study examined research which dealt with whether the writing performed by elementary school students helps them to comprehend better their own and others' written works. Included are 33 annotations in three areas: (1) studies showing the correlations between students' abilities to write and to comprehend; (2) studies on how writing exercises undertaken before or after reading another author's text affects children's comprehension; and (3) studies about the effects that written works created by the students themselves have on their comprehension. Findings conclude that examination of these studies proves that elementary school students' writing abilities and the amount of writing they performed were highly correlated with their reading comprehension performances; studies on mapping showed it to be significantly more beneficial to comprehension than other study skills or lessons from basal readers; research conducted on the sentence-combining method demonstrated that this technique was superior in the improvement of the comprehension of elementary school students over other methods of instruction; both summarizing and outlining proved to be beneficial to elementary school students' comprehension; and students improved their comprehension when they wrote their own stories. (A glossary is included, and 41 references are attached.) (MS)

ED 302 916 EA 020 596

Gittins, Naomi E., Ed.
Fighting Drugs in the Schools: A Legal Manual.
National School Boards Association, Alexandria, VA. Council of School Attorneys.
REPORT NO.- ISBN-0-88364-126-7
PUB DATE- 86
NOTE- 143p.
AVAILABLE FROM- NSBA Council of School Attorneys, 1680 Duke Street, Alexandria, VA 22314 ($12.00 plus $3.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Collective Bargaining; *Compliance (Legal); *Discipline Policy; Drug Abuse; *Drug Education; *Drug Legislation; *Drug Use; Due Process; *Educational Environment; Elementary Secondary Education; Handicap Discrimination; Health Education; Public Schools; School Personnel; Search and Seizure; Substance Abuse
IDENTIFIERS- Drug Testing

This book is intended to be used as a reference for schools that seek to create drug free educational environments and to discourage all forms of substance abuse by students and personnel. The publication examines pertinent legal principles, including search and seizure, drug testing (for students, athletes, and employees), due process and discipline, handicap law, privacy issues, potential areas of liability, and collective bargaining. The appendices contain 13 sample policies corresponding to these areas of discussion. (SI)

ED 302 931 EA 020 616

Erickson, Geraldine
Teacher Perspectives and Educational Innovation.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Change; *Educational Environment; Educational Innovation; Experimental Curriculum; Experimental Teaching; High Schools; *Instructional Innovation; *Program Effectiveness; *Second Language Instruction; *Teacher Attitudes; Teacher Effectiveness

This ethnographic study of mandated innovation in an urban school district analyzed teachers' emerging perspectives of curricular and concomitant administrative change. It responds to recent calls in educational research for studies that add to the understanding of the complicated processes in school worlds. Specifically, the study investigated teachers' perspectives with regard to the implementation of a special class called "Foreign Language Conversation and Culture," which accommodated those students who would probably have difficulty passing the regular "level one" foreign language class. It found that teachers believed that this particular innovation broadened students' understanding and tolerance of people from different cultures. However, teachers found that it was time consuming to create the materials for the new program and that they were made to feel like failures by administrators if they admitted difficulty in coping with the new situation. Third, student, teacher, and administrator school worlds were often at odds, thereby diminishing program effectiveness. The study concludes by indicating that innovation can only succeed in an environment conducive to change. (JAM)

ED 302 975 EC 211 862

Senn, Charlene Y.
Vulnerable: Sexual Abuse and People with an Intellectual Handicap.
G. Allen Rocher Inst., Toronto (Ontario).
REPORT NO.- ISBN-0-920121-32-2
PUB DATE- 88
NOTE- 128p.
AVAILABLE FROM- G. Allan Roeher Institute, Kinsmen Bldg., York Campus, 4700 Keele St., Downsview, Ontario, M3J 1P3 Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Abuse; Child Advocacy; Community Responsibility; *Developmental Disabilities; Foreign Countries; High Risk Persons; Identification; Incidence; Intervention; Legal Responsibility; *Mental Retardation; Prevention; *Public Policy; *Sexual Abuse; *Social Responsibility
IDENTIFIERS- *Canada

Based on research conducted by the G. Allan Roeher Institute, Canada's national institute for the study of public policy affecting persons with an intellectual impairment, the book provides a comprehensive treatment of child sexual abuse in individuals with an intellectual handicap, including prevalence, developmental disabilities as a risk factor, identification of child sexual abuse (verbal and nonverbal disclosures, masked signs and symptoms), treatment and effects of abuse, accessibility of services, prevention strategies, legal issues (consent, ability to testify, credibility of the child's testimony), and sex offenders who have an intellectual handicap. Sexual abuse in the community as well as in institutional settings is examined, and failures in the areas of judicial and social responsibility are noted. Recommendations are offered in the areas of prevention, service provision, research, and legal remedies. (JW)

ED 302 989 EC 211 876

McAnally, Patricia; Linz, Mary Hubbard

Summary of the Minnesota Case Management Study. Brief Report #88-2.

Minnesota Univ., Minneapolis. Affiliated Program on Developmental Disabilities.
SPONS. AGENCY- Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE- Apr 88
NOTE- 46p.
CONTRACT- MN-spa-16076
AVAILABLE FROM- Minnesota University Affiliated Program on Developmental Disabilities, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Delivery Systems; *Developmental Disabilities; *Mental Retardation; Needs Assessment; *Staff Utilization; *State Programs; State Surveys
IDENTIFIERS- *Case Management; *Minnesota

The document reports results of a project by the Minnesota University Affiliated Program to develop a comprehensive description of current case management practices serving persons with developmental disabilities. While multiple sources were surveyed, county case managers, case manager supervisors, and county directors of human service agencies were considered to be three most important groups from which to obtain information for this study: of the 497 individuals surveyed in these categories, 332 responded for an average return rate of 67%. Questions asked concerned: training, case manager to client ratios, case load compositions, barriers to effective case management services, and percentages of time spent on case management functions. Results are reported in terms of questions such as the following: What are the education and training levels of human services personnel and other service providers? What are the staffing patterns typical in county human services agencies? What are the most common case manager supervisor-case manager ratios? Do waiting lists for services exist in county agencies? What are typical case manager-client ratios in Minnesota? Do case manager supervisors carry a case load? What are the most significant barriers to effective case management? What level of cooperative work exists between agencies? What are the major case manager responsibilities? How much time is devoted to case management functions? The survey identified major barriers to effective case management to be heavy caseload size, staff shortages, lack of day program options, too much paperwork, and insufficient funds. (DB)

ED 302 632 CE 051 509

Aviation Maintenance Technology. Airframe. A204. Aircraft Welding. Instructor Material.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88

NOTE- 342p.; Portions printed on colored paper. Photographs may not reproduce clearly. For related documents, see ED 279 822-827 and CE 051 507-509.

AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. TI1208).

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Aerospace Industry; *Aviation Technology; Classroom Techniques; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; *Welding

IDENTIFIERS- *Aircraft; Oklahoma

This teacher's guide is designed to aid teachers in leading students through a module on aircraft welding on airframes. The module contains four units that cover the following topics: (1) gas welding and cutting; (2) brazing and soldering; (3) shielded metal arc welding; and (4) gas tungsten arc welding. Each unit follows a standardized format that consists of the following components: introduction and module objective, specific objectives, instructor's implementation guide, technical information supplements, transparency masters, workbook supplements, answers to workbook supplements, project guides, theory test, and answers to theory test. A course test with answer key completes the package. (KC)

ED 302 661 CE 051 636

White, Barbara
Granting Academic Credit for Vocational Education.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- Dec 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Education; *Credits; Educational Policy; *Graduation Requirements; Policy Formation; Secondary Education; *Statewide Planning; *Student Certification; *Vocational Education

This document is intended to provide suggestions to the decision makers in Hawaii's public education system who are trying to find strategies for better integrating vocational and academic education and who are considering granting equivalent credit for basic academic skills taught in vocational and academic courses. The following topics are covered: the concept of equivalent credit, vocational courses that include academic skills, vocational courses that award academic credit, the extent to which equivalent credit is granted, an exemplary (Illinois) state procedure regarding equivalent credit, some unique approaches to granting academic credit for vocational education courses, procedures for developing an equivalent credit plan, and related issues concerning equivalent credit. (MN)

ED 302 675 CE 051 679

Chisman, Forrest P.
Jump Start. The Federal Role in Adult Literacy. Final Report of the Project on Adult Literacy.
Southport Inst. for Policy Analysis, Inc., CT.
PUB DATE- Jan 89
NOTE- 47p.; For related documents, see CE 051 680-686.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Delivery Systems; Educational Legislation; Educational Policy; English (Second Language); *Federal Government; Federal Legislation; *Government Role; *Government School Relationship; Illiteracy; Limited English Speaking; *Literacy Education; Policy Formation; Public Policy
IDENTIFIERS- Job Related Literacy; Proposed Legislation

The Project on Adult Literacy was an independent, nonpartisan research effort that examined the role that the federal government has played in promoting adult literacy and the role that it should play. The project began operation in July 1988 and issued its final report in January 1989. It was discovered that the literacy problem in the United States has two dimensions: the difficulties experienced by all of those with limited basic skills and the difficulties experienced by those with limited proficiency in English. The literacy problems experienced by immigrants and Hispanics are especially pressing. Another important problem identified was the lack of literacy programs in the workplace. The measures required to come to grips with the problem of adult literacy in the near term are neither very expensive nor very difficult. The federal government must address the adult literacy problem from its executive and legislative branches. The President should establish adult literacy (and work force literacy in particular) as a major priority of his administration and should establish a cabinet council on adult literacy. Congress should introduce the Adult Basic Skills Act of 1989, which would build a stronger intellectual base for adult literacy, promote innovation in training and technology, and reinforce federalism. (MN)

ED 302 749 CG 021 337

Bishop, George D.
Illness Cognition and Responses to AIDS.

PUB DATE- 14 Aug 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; *Fear; *Knowledge Level; *Lay People

Along with the current epidemic of Acquired Immune Deficiency Syndrome (AIDS) has come what some have called an epidemic of fear. Two studies were conducted to explore lay responses to AIDS from the perspective of recent research on how lay people process illness information. The research examines the cognitive organization of disease information and the understanding which people have for specific categories of disease. The results of these two studies indicated that the primary dimensions used to categorize diseases were the extent to which the diseases were perceived to be contagious and serious/life-threatening. Further, the extent to which subjects were willing to interact with persons with specified diseases was a direct function of the extent to which the disease was contagious. The second study examined people's understanding of the concept of contagious disease. The results indicated that subjects tended to have a relatively simple and straightforward understanding of contagion. Subjects perceived flu, cold, and chicken pox to be the most typical of their concept of contagious disease. These findings have implications for understanding AIDS hysteria. (Author/NB)

ED 302 764 CG 021 352

Prevention and Control of Stress among Emergency Workers: A Pamphlet for Workers.

National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS(ADM)88-1497
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Emergency Medical Technicians; *Emergency Squad Personnel; Intervention; Prevention; *Stress Management; *Stress Variables
IDENTIFIERS- *Disaster Planning

This pamphlet discusses approaches that have been found helpful to workers in dealing with disaster-related stress. It suggests interventions that may be helpful before, during, and after a disaster. Predisaster interventions are discussed. These include collaborative relationship between emergency and mental health services, orientation and training, and predisaster personal emergency preparedness plans. Suggestions for management of stress during a disaster operation are provided, including developing a "buddy" system, supporting coworkers, humor, and eating small amounts frequently. Suggestions for workers in the first hours, days, and weeks following a disaster are also given. These include attending a debriefing, eating well and getting adequate sleep, talking about feelings, and using relaxation and stress management techniques. These topics relevant to returning home following disaster work are discussed: rest, pace, discussing the disaster, emotional reactions, children, and growth. (ABL)

ED 302 779 CG 021 369

Borden, William
Stress, Appraisal, and Coping in Spouses of Demented Elderly: Predictors of Psychological Well-Being.
PUB DATE- Aug 88
NOTE- 38p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Family Caregivers; High Risk Persons; *Mental Disorders; *Older Adults; Predictor Variables; Sex Differences; Social Support Groups; *Spouses; *Stress Variables; *Well Being

While an increasing number of clinical reports and descriptive studies have documented stress-related dysfunction in family caregivers of older adults with chronic dementia, little is known about specific factors that place members at risk for negative outcomes. This study examined the relative effects of psychological and social characteristics on well-being in spousal caregivers of older adults with chronic dementia. Fifty-one spouses completed questionnaires assessing dementia severity, distress in appraisal of dementia symptoms, perceived support from family and peers, reliance on specific coping strategies, and psychological well-being. The results of the path analysis showed that gender, appraisal of dementia symptoms, perceived peer support, and three types of coping strategies (problem-solving, positive focus, and wishful thinking) were significant predictors of well-being. Overall, the predictor variables accounted for 60.3 percent of the variance in psychological well-being. The findings document the salience of these characteristics in further study of caregiver functioning. More generally, results provide support for multi-dimensional models of stress, coping, and adaptation. The findings have implications for clinical intervention. (Author/NB)

ED 302 809 CS 009 456

Johansen, Kjeld

Frequency-Specific, Binaural Stimulation of Students with Reading and Spelling Difficulties.

PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auditory Discrimination; Auditory Evaluation; *Auditory Tests; Case Studies; Dyslexia; Elementary Education; Foreign Countries; *Hearing Impairments; *Hearing Therapy; Junior High Schools; Language Research; *Learning Disabilities; *Phonology; *Reading Difficulties; Spelling

A study examined the hearing of learning disabled students (such as dyslexics) in an attempt to classify, identify, and design auditory stimulation procedures. Subjects, 40 students from seventh-grade classes and 40 volunteers (ages 9 to 23) with reading and spelling difficulties, were given listening tests. Results indicated that many of the learning disabled students had a left ear advantage while many of the control group had right ear advantage. Additionally, left-handed students were more likely to have learning disabilities than right-handed students. A case study involved an 11-year-old female reading several years below age level. The subject underwent daily 10- to 15-minute auditory stimulation in an attempt to alter ear advantage from left to right. After 18 months, the subject advanced from a second-grade level to a sixth-grade level. (Twenty-five references are attached.) (RS)

ED 302 824 CS 009 475

Vosniadou, Stella
Context and the Development of Metaphor Comprehension. Technical Report No. 444.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 16p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Language Acquisition; Language Research; *Metaphors; Preschool Education; Reading Comprehension; Reading Research; Young Children
IDENTIFIERS- *Context Effect; Knowledge Acquisition; *Metaphorical Thought; Situational Context

This paper argues that metaphor comprehension is an interactive process that involves reliance not only on the metaphorical linguistic input but also on the linguistic and situational context in which it occurs. A pilot study indicated that even preschool children appear capable of using the information provided by the linguistic and situational context to make inferences about the meaning of metaphorical sentences. The paper also argues that there is some evidence suggesting that young children can profit more from a situational context than a linguistic context in interpreting metaphors and that reliance on the situational and linguistic context decreases with increases in the knowledge base. Further research could substantiate these findings and investigate the mechanisms by which children make use of contextual information to construct the meaning of a metaphorical linguistic input. (Two tables of data are included and 24 references are attached.) (Author/RS)

ED 302 870 CS 506 526

Perry, David K.; Melson, William
Cosmopolitan Media Use, Knowledge, and Attitudinal Differentiation of Countries.
PUB DATE- May 89
NOTE- 28p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Attitude Measures; Correlation; *Foreign Countries; Information Sources; *Mass Media Effects; Mass Media Role; *Mass Media Use; *Newspapers
IDENTIFIERS- Alabama (Tuscaloosa County); Media Exposure; Newsmagazines; Telephone Surveys

A study examined the possible impact of exposure and attention to news on the differentiation--i.e., variation--in an individual's attitudes toward different foreign countries. It hypothesized that increased exposure or attention to news about countries would covary with increased differentiation in such attitudes. It also hypothesized that knowledge about countries would act as a mediator variable that would largely account for any association between exposure and attitudinal variability. The hypotheses were examined with survey data from Tuscaloosa County, Alabama. Subjects, 374 adult residents of Tuscaloosa County, were interviewed by telephone during middle and late November 1984. Partial correlation analyses suggested that regular readership of cosmopolitan newspapers and newsmagazines may increase differentiation in a person's attitudes toward six countries: Great Britain, India, Japan, Mexico, the Soviet Union, and Venezuela. As predicted, the introduction of a control for knowledge about these countries reduced the association below the criterion for statistical significance. Analysis of the association of demographic control variables with differentiation suggested that factors other than knowledge also may affect the variability of a person's attitudes about countries. (Three tables of data are included, and 5 detailed notes and 26 references are attached.) (Author/RAE)

ED 302 900 EA 020 557

Klauke, Amy
The School District Management Audit. ERIC Digest Series Number EA31.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 4p.
CONTRACT- OERI-R188062004
AVAILABLE FROM- ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each request).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Boards of Education; Educational Quality; Elementary Secondary Education; Organizational Development; *Program Effectiveness; Public Schools; *School Districts; *School Effectiveness; *School Organization; Superintendents

This ERIC Digest discusses the issue of the school district management audit--a comprehensive examination of an organization in order to assess efficient use of resources and program effectiveness. Several aspects of the management audit issue are covered in question-and-answer format: (1) What is a management audit? (2) What areas are covered by an audit? (3) How does a school district implement a management audit (seven steps are included)? (4) How are some school districts carrying out management audits? and (5) What are the benefits of a management audit? Appended are nine references. (SI)

ED 302 962 EA 020 703

Norman, Jean M.
Secondary Teachers' Perceptions of School Organizational Climate Relative to Their Professional Growth and Development Attitudes.
PUB DATE- Apr 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Education; Institutional Environment; *Organizational Climate; Participative Decision Making; Problem Solving; *Professional Development; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Improvement; *Teaching Conditions

This study investigated secondary teachers' perceptions of school organizational climate relative to their own professional growth and development attitudes. Instrumentation consisted of the "School Climate Profile," chosen for its range of determinants of school organizational climate in the secondary school, and a Likert scaling procedure to measure teachers' attitudes about their professional growth and development. The response rate of 62 percent represented a randomly selected sample of 89 out of 151 teachers. Gamma coefficients were computed for each variable, which was then ranked. conclusions drawn from the analysis indicated that teachers' perceptions of positive school climate related to the schools' ability to solve its problems and make improvements based on known goals. Structures that invited teacher participation in the decision-making process and created effective communication among students, parents, administrators, and school were next in importance. These conditions, as perceived by teachers, contributed to their perceptions of the school's organizational climate as related to their own perceptions for potential professional growth and development. (JAM)

ED 303 032 FL 017 741

Steckbeck, Pamela Meza
Sequencing Stories in Spanish and English.
REPORT NO.- ISBN-0-88450-258-9
PUB DATE- Jun 88
NOTE- 93p.
AVAILABLE FROM- Communication Skill Builders, Inc., 3830 E. Bellevue/P.O. Box 42050, Tucson, AZ 85733.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Class Activities; *Communication Skills; Elementary Secondary Education; *English (Second Language); Expressive Language; Holidays; *Language Skills; Native Language Instruction; Second Language Instruction; Short Stories; Skill Development; Spanish Speaking; *Vocabulary Development

The guide was designed for speech pathologists, bilingual teachers, and specialists in English as a second language who work with Spanish-speaking children. The guide contains twenty illustrated stories that facilitate the learning of auditory sequencing, auditory and visual memory, receptive and expressive vocabulary, and expressive language skills. Each story includes four illustrations, a vocabulary list, five simple questions, and conjugations of several verbs. The stories and vocabulary are given in both Spanish and English that is appropriate for children, with Spanish and English captions accompanying the illustrations for concise and consistent presentation. A recording form for keeping student records is also included. An introductory section gives guidelines and suggestions for classroom use of the stories. Story topics include calling Grandmother, painting the fence, a dog and his bone, washing one's face, making flour tortillas, a birthday party, flying a kite, going fishing, swimming, walking in the rain, the snowman, playing the guitar, selling popcorn, the pinata, new glasses, a haircut, a valentine gift, painting Easter eggs, carving a pumpkin, and buying a Christmas tree. (MSE)

ED 302 721 CE 051 788

Chandler, David, Comp.; And Others

Geriatrics. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XII--Miniunits 1-14.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

PUB DATE- 84

NOTE- 122p.; For related documents, see CE 051 787-789.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Aging (Individuals); Allied Health Occupations; Basic Skills; Career Education; *Career Exploration; Course Content; Death; Definitions; *Disabilities; Educational Resources; First Aid; *Geriatrics; Hygiene; Learning Activities; Lesson Plans; Medical Services; Occupational Information; Older Adults; Postsecondary Education; *Prevocational Education; Secondary Education; Skill Development; Teaching Methods; Units of Study

IDENTIFIERS- Mississippi

This unit is part of a Mississippi program designed to provide exploratory experiences and training for handicapped students, to determine if these students are capable of further vocational training or are poor risks for further occupational training, and to train students for basal skill occupations. The materials included in this unit on geriatrics have been developed for use by teachers of handicapped students. The unit contains 14 miniunits that cover careers in geriatric services; interpersonal relationships; preventing the spread of disease; a clean, safe environment; personal hygiene; nutrition; elimination for the geriatric client; exercise and locomotion; treatments and procedures; vital signs; first aid and cardiopulmonary resuscitation; social activities; improvised equipment; and the dying client. Each miniunit is composed of the following parts: unit goal; objectives; resources; tools and/or equipment; materials and/or supplies; information and/or procedures; and learning experiences. A glossary is included in the guide. (KC)

ED 302 735 CE 051 863

Hinckley, Richard; And Others
Community College Advanced Technology Centers: Meeting America's Need for Integrated, Comprehensive Economic Development.
PUB DATE- Feb 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; Cooperative Planning; *Economic Development; Educational Needs; *Education Service Centers; Postsecondary Education; Program Content; Program Development; School Business Relationship; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *Advanced Technology Centers; *Moraine Valley Community College IL

By entering into partnerships with business and industry, community colleges are able to offset the high cost of remaining current with training techniques, job market skill requirements, and state-of-the-art hardware. The construction of advanced technology centers (ATCs) located on community college campuses is one key element supporting these partnerships. Moraine Valley Community College (MVCC) in Palos Hills, Illinois, established an ATC to serve as a magnet for local business and industrial activity geared toward keeping workers abreast of the latest technological advancements. The process followed by MVCC entailed two stages: formulating basic directions and creating services and facilities to support those basic directions. The following basic directions emerged from the MVCC experience in modifying their continuing education program to establish an ATC: (1) important leaders of the economic community should be brought together to determine future priorities in terms of programs and services to meet the needs of the local economy; (2) the philosophy and major goals behind initiatives with business and industry should be determined; and (3) the philosophy and goals of economic development should be discussed, tested, redefined, and then disseminated so that everyone understands and endorses them. (MN)

Croxall, Allen
YES Canada--A Solution for Students at Risk.
PUB DATE- Jan 88
NOTE- 28p.; Paper presented at the Annual Meeting of the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dropout Prevention; *Dropout Programs; *Dropouts; *Employment Programs; Foreign Countries; *High Risk Students; High Schools
IDENTIFIERS- *Business Community Relationship; Canada

Across Canada almost 40 percent of youth drop out and do not finish high school. Young people feel they can drop out of school and find a job tomorrow that will pay them enough so they can continue the lifestyle to which they are accustomed. However, unemployment rates for individuals between the ages of 15 and 24 are high. There are people who are concerned about Canadian youth and willing to act on the problem. In 1986 Youth Employment Skills (YES) Canada, Inc. was begun by business leaders, based on a youth serving organization called the 70001 Employment and Training Institute. The mandate of YES states that it is a national, non-profit organization whose purpose is to integrate young people into the workforce through a program of learning and motivation. Five components of the YES program include academic upgrading, pre-employment training, life/survival skills, job development, and motivation. YES participants are experiencing success as they take high school equivalency and college entrance exams. They obtain new jobs because of better interviewing skills and more confidence. An effective movement has begun to help young people change their lives so that they can become part of a vibrant, creative Canada. (ABL)

ED 302 839 CS 009 492

Ediger, Marlow
Reform in the Reading Curriculum.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Philosophy; Elementary Education; Evaluation Methods; Holistic Evaluation; *Reading Instruction; Reading Research
IDENTIFIERS- Curriculum Emphases

In order for necessary reform in the reading curriculum to occur, a great debate in the teaching of reading is needed. Instructional management systems (or mastery learning) with their measurable objectives should be compared with holistic philosophies in reading instruction. A holistic approach to reading instruction should be implemented. Reading involves understanding sentences, paragraphs, and larger bodies of knowledge. Dividing skills into precise objectives for learners to attain violates what the actual act of reading is about. Quality research in reading must be refined and emphasized. At present, research results are confusing. Much negative research has been conducted and has little worth. Improved methods of conducting research must be emphasized. A study of the philosophy of education is very helpful in determining objectives, learning opportunities, and appraisal procedures. Perhaps, achieving a quality of philosophy of teaching reading is more valuable them conducting and using research results. However, with improved means of doing educational research, research results can be used to improve the reading curriculum. (MM)

ED 302 884 EA 020 520

School Based Improvement and Effective Schools: A Perfect Match for Bottom-Up Reform. An ACCESS Printout.

National Committee for Citizens in Education, Columbia, Md.

PUB DATE- Oct 88
NOTE- 79p.; For related document, see EA 020 521.
AVAILABLE FROM- Publications, National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 ($10.00, plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; Decentralization; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Public Schools; *School Based Management; *School Effectiveness; *School Organization; *School Policy
IDENTIFIERS- National Committee for Citizens in Education

This report is one in a series of publications issued on school-based management and improvement (SBI). The publication is intended to present the best and most interesting of the research involving school based approaches to educational reform, including research on effective schools. It begins with an introductory article on SBI and its link to effective schools. The bulk of the report consists of brief summaries of numerous major studies and useful articles on SBI, effective schools, school improvement, and related topics. Finally, organizations and resources (newsletters and audiovisual materials) for further contact are listed. (SI)

ED 303 003 EC 211 891

Chadsey-Rusch, Janis, Ed.
Project Directors' Annual Meeting Conference Proceedings (3rd, Washington, D.C., December 10-11, 1987).
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 134p.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Employment Potential; Government Role; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; Placement; Postsecondary Education; *Program Evaluation; Secondary Education; *Transitional Programs

The proceedings includes: the agenda; the keynote presentation; findings from the program evaluation, applied research, and technical assistance programs; descriptions of presentations made by project directors; an evaluation of the meeting; and a list of participants and advisory members. Sample papers or summaries have the following titles and authors: "A Longitudinal Study of Graduates of Special Education" (Eugene Edgar and Phyllis Levine); "Model Program Evaluation Information Data Base" (Jane Dowling and Cindy Hartwell); "Evaluation of Student Characteristics and Learning Outcomes" (Lizanne DeStefano); "An Analysis of Evaluation Values and Issues in Federally Funded Transition Programs" (Robert Stake et al); "A Comparison of Successful and Unsuccessful Placements of Secondary Students with Mental Handicaps into Competitive Employment" (Laird Heal et al); "Co-Worker Involvement Research Program" (Frank Rusch); "Assessing and Facilitating Employers' Positive Acceptance of Employees with Handicaps" (Adelle Renzaglia). Briefly described are 16 featured projects, 27 projects highlighted in the poster session, activities of the Evaluation Technical Assistance Program, and evaluation results. (DB)

ED 303 018 EC 212 106

CREATE: Center for Research and Evaluation in the Application of Technology to Education. Second Annual Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- IR-31400-12/85-RP(2)
PUB DATE- Dec 85
NOTE- 45p.
GRANT- G008302861
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basal Reading; *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Instructional Design; *Instructional Effectiveness; Instructional Material Evaluation; *Learning Disabilities
IDENTIFIERS- *TurboScan

The second annual report of the 4-year Project CREATE describes activities toward the Project's overall objective of determining how effective microcomputer and related technologies can be in improving the education of learning disabled students. During the second year examination of factors understood to contribute to the beneficial use of technology for the handicapped was continued; a descriptive study of state and local leadership development in the area was completed; and a two-tiered software evaluation instrument was completed and field testing plans were developed. A major effort of the year was the detailed design and development of the TurboScan reading instruction and research system. The program incorporates automatic data collection on subject performance, easily variable software display and reinforcement characteristics. A report on the field test of the TurboScan program comprises a major portion of the document. Project plans for the third year include determining the types of benefits accruing to the learning disabled when particular design features are included in special purpose software. Appended are the Project objectives, a scope and sequence chart for TurboScan lessons, advertisements for other instructional software, and an information bulletin. (DB)

ED 302 648 CE 051 620

A Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Jan 88
NOTE- 479p.
LANGUAGE- English
EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Counseling; *College Programs; Continuing Education; Counseling Techniques; *Counselor Training; *Course Content; Course Descriptions; Higher Education; *Information Utilization; Labor Market; *Occupational Information

This directory is intended to describe the nature and structure of the university and college courses that typically train counselors to use labor market and career information with their clients. The course descriptions included in the directory were identified during a national study during which 424 institutions reported offering a total of 648 courses devoted to training counselors in how to use the various sources of career and labor market information available. The course descriptions are arranged by state. Each course description contains the following information: state; institution name and address; department chairperson; course title, type, and level; primary focus; client target groups; approximate number of persons in attendance during an average year; and name and address of instructor. The guide includes descriptions of 93 seminars, 63 special classes, 538 ongoing classes, and 12 off-campus courses. Of these, 80 are on the undergraduate level, 334 are graduate-level courses, and 14 offer continuing education units. The courses' target client groups include vocational rehabilitation, elementary/secondary counselors, military recruiters/education specialists, postsecondary counselors, employment training agencies, and employment services. (MN)

ED 302 690 CE 051 712

Huebner, Ingrid Udris
Get that Job!
PUB DATE- Dec 88

NOTE- 13p.; A paper based on this document was presented at the American Vocational Association Convention (St. Louis, MO, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Employment Interviews; Job Applicants; *Job Application; Postsecondary Education; *Resumes (Personal); Secondary Education

This paper provides suggestions for obtaining a job--specifically, filling out employment applications, writing resumes, and going to job interviews. It lists tips for completing employment applications and includes samples of resumes as well as a step-by-step list of things to include in a resume. The section on employment interviews includes a list of the questions employers are most likely to ask, as well as suggested answers to some of these questions. Finally, the paper stresses the necessity of writing a thank-you note for an employment interview and provides a model note. (KC)

ED 302 706 CE 051 735

Juvenile Counselor Physical Conditioning Course. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87
NOTE- 61p.; For related documents, see CE 051 717-725, 729-734, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Correctional Rehabilitation; *Counselor Evaluation; Counselor Qualifications; Counselors; *Counselor Selection; *Counselor Training; Delinquency; Employment Qualifications; *Exercise; Job Analysis; Job Skills; Occupational Information; *Physical Fitness; Postsecondary Education
IDENTIFIERS- *California

This manual introduces and explains the juvenile counselor physical training course developed as part of the evaluation procedures for juvenile counselor candidates in the Standards and Training for Corrections program in California. The manual is organized in four sections. The first section introduces the physical conditioning module, including information on goals, structure, job relatedness, program background and development, performance objectives, and general exercise guidelines. The second section provides a general instruction guide for the trainer, including an agenda, session outlines, and discussion of trainer and trainee roles. The third section contains detailed exercise instructions, and the final section discusses the use of benchmark minimums for exercise program participants. Six references and additional instructions are included in the guide. (KC)

ED 302 855 CS 211 640

Deal, Nancy; Beaver, John F.
The Missing Link: Internships in Professional Writing Programs.
PUB DATE- Feb 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 24-27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; English Curriculum; Higher Education; *Internship Programs; Models; Questionnaires; Student Experience; *Technical Writing; Theory Practice Relationship; Writing Instruction
IDENTIFIERS- Michigan State University; Writing Contexts

To assess the value of professional writing internships, a pilot study at Michigan State University will administer pre- and post-tests to students involved in internships, as well as to control groups composed of professional writing majors who do not participate in internships, and other English majors following a traditional curriculum of literature study. The instruments will measure attitudinal differences by asking students to respond to questions concerning their outlook toward their major, their abilities within their major, and their belief in their job marketability after graduation. Subjects will be juniors and seniors. It is anticipated that results will show that those students who participate in a formal internship program will leave their internships with greater confidence and increased ability in the practical application of their field of study. Most importantly, it is expected that internships will improve the attitude of English majors in practicing their professional skills. (An Internship Study Response Form is attached.) (RAE)

ED 302 917 EA 020 598

Joining Forces: Linking the Education and Social Welfare Systems To Help At-Risk Children and Youth.

National Association of State Boards of Education, Alexandria, VA.

PUB DATE- Mar 89

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cooperative Programs; *Disadvantaged Youth; Elementary Secondary Education; *High Risk Students; Minority Group Children; *Parent Participation; *Poverty Programs; *Welfare Services

IDENTIFIERS- *National Association of State Boards of Education

The welfare system is presently being reformed and restructured to emphasize employment. However, while pushing remedial education and job placement for adults, we may be losing a whole generation of children whose failure in school dooms them to repeat the dependency cycle. An alarming number of youngsters are poor, have a chaotic family life, and face situations putting them at risk of long-term disadvantage and a bleak future. Although education has traditionally offered an escape hatch from poverty and disadvantage, the present system is inadequate to help such children. Many youth are dropping out; others are leaving school without basic job-holding skills. The National Association of State Boards of Education (NASBE) is undertaking a multifaceted effort, called Joining Forces, to develop joint strategies for successfully serving high risk youngsters and to promote these strategies' adoption by education and social welfare systems throughout the United States to help children break or avoid the welfare cycle. Joining Forces seeks to help (1) disadvantaged and high risk families better support their children's educational performance; and (2) schools improve these children's academic performance and likelihood of graduating from high school. Joining Forces will help schools and human services agencies with early intervention, family-school involvement programs, early response to children experiencing problems, and necessary policy changes. By working together or in tandem, the education and social welfare systems can make better use of limited resources and give each system and the children a better chance of success. (MLH)

ED 302 932 EA 020 617

Koech, Michael Kipkorir
Development and International Environmental Education.
PUB DATE- Mar 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Atlanta, GA, March 17-20, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservation (Environment); *Curriculum Development; *Developing Nations; Economic Development; Elementary Secondary Education; *Environmental Education; Foreign Countries; Forestry; Higher Education; Population Education; Rural Development; Soil Conservation; Technological Advancement

IDENTIFIERS- *Kenya

In six parts, this paper highlights the significance of environmental education (EE) and its contributions to national development in developing countries and in Kenya in particular. Sections 1 and 2 provide an overview of environmental problems and the history of worldwide environmental education, respectively. Sections 3 and 4 review the basic concepts and principles of EE and the role EE plays in national development in developing countries. Section 5 discusses EE and development in Kenya. Section 6 summarizes the paper, indicating that environmental education has been incorporated into Kenyan primary school, secondary school, and university curriculums. As a result, reforestation and soil conservation policies and procedures have been widely implemented in Kenya by better environmentally educated citizens. A bibliography is provided. (JAM)

ED 302 946   EA 020 642

Beckham, Joseph C.
School Officials and the Courts: Update 1988. ERS Monograph.
Educational Research Service, Arlington, Va.
PUB DATE- 88
NOTE- 51p.; For 1987 Update, see ED 290 226.
AVAILABLE FROM- Publications, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 222-00048; $22.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Boards of Education; Collective Bargaining; *Court Litigation; Educational Finance; Educational Legislation; Elementary Secondary Education; *Legal Responsibility; Religion; *School Administration; *School Law; Teachers; Torts

This publication is the 10th in a series of Educational Research Service monographs designed to summarize judicial decisions on elementary and secondary education issues. The cases included in this edition were selected from judicial decisions found in federal and regional reporters in the period from June 30, 1987, to June 30, 1988. Chapter titles reflect the areas of school law issues covered in this edition: (1) school boards and board members; (2) administrators; (3) finance; (4) collective bargaining and contract management; (5) teachers and other district employees; (6) pupils; (7) religion; and (8) torts and related statutory liability. Appended are reference notes and a glossary of selected legal terms. (SI)

ED 302 633 CE 051 542

Establishing a Personal Guidance Base in Two Colleges.
Further Education Unit, London (England).
PUB DATE- 88
NOTE- 53p.; For the 1983 report, see ED 228 447.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Career Education; *Career Guidance; Colleges; Counseling Services; Developed Nations; Foreign Countries; Guidance Programs; *Post High School Guidance; Postsecondary Education; *Program Development; *School Counseling
IDENTIFIERS- Great Britain

The two reports in this publication describe attempts to establish personal guidance bases (PGB) in two further education (FE) colleges in Great Britain. Each report relates how the colleges used the model set forth in an earlier publication, "Towards a Personal Guidance Base," published in 1983, which elaborated the idea of a PGB, and adopted a multiagency, multisite model of operation. The first of the two reports, "The Development of a Personal Guidance Base at Tameside College of Technology," describes a project to develop a guidance system within the college in line with some of the proposals in the 1983 publication. The second report, "Towards a Personal Guidance Base: A College Response," highlights how Cassio College in Watford used the ideas in the 1983 document as a basis for a review of guidance services in the college. It states that the aims of the project were to formulate and implement an action plan for a new college advisory service and to describe some of the organizational implications. The reports describe candidly the difficulties encountered in developing guidance systems and some strategies for a successful implementation of the ideas in "Towards a Personal Guidance Base." Both reports indicate that establishing a system of guidance in a college is not an easy task, but that it is both feasible and worthwhile. (YLB)

ED 302 662 CE 051 645

Evans, Karen; And Others

Progression into Engineering. Building Bridges between Education, Training and Employment.

Surrey Univ. (England). Dept. of Educational Studies.
SPONS. AGENCY- Manpower Services Commission, London (England).
PUB DATE- Jul 88
NOTE- 36p.; For main document, see CE 051 646.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *Cooperative Programs; *Coordination; Educational Cooperation; *Education Work Relationship; *Engineering; Engineering Education; Foreign Countries; Job Training; Postsecondary Education; *Trade and Industrial Education
IDENTIFIERS- Great Britain

This publication reports findings of research that focused on routes young people could take into engineering, and outcomes of a conference held at the University of Surrey (England) in July 1987 to initiate further action and reflect on the research. In Part I, connections are made with other developments in education and training, in particular with the National Council for Vocational Qualifications, which provided the conference with its main speaker. The keynote speech (Mike Ridley) presents some perspectives on the National Vocational Qualification framework to identify standards of occupational competence. Part II describes the content of engineering-related courses and programs that may lead to employment in the industry. It also considers the possibilities of progressing from one of these courses into engineering employment by matching attainments at each of the transition points to those required in initial training. Part III provides conference feedback and recommendations. These issues are highlighted: bridging, initial assessment, increased school-industry liaison, and increased publicity. Research recommendations are made concerning module or course content, industry input, assessment and profiling, progression, and publicity. Part IV draws together the views of a wide range of individuals involved with education and training within engineering: employers, college staff, teachers, and students. (YLB)

ED 302 676 CE 051 680

Alamprese, Judith A.
Adult Literacy Research and Development: An Agenda for Action. Background Paper Prepared for Project on Adult Literacy.
Southport Inst. for Policy Analysis, Inc., CT.
PUB DATE- Dec 88
NOTE- 51p.; For related documents, see CE 051 679-686.
AVAILABLE FROM- The Project on Adult Literacy, Suite 415, 440 First Street, N.W., Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Learning; *Adult Literacy; Federal Government; Financial Support; Government Role; Information Needs; *Literacy Education; Program Improvement; *Research and Development; *Research Needs; *Research Problems; Teaching Methods

Recent national concern about the levels of adults' literacy skills has resulted in a demand for expanded and more efficient basic skills programs. In turn, governmental agencies at all levels, politicians, and community organizations are seeking continually increasing amounts of information about a variety of topics pertaining to literacy education. A national information base is clearly becoming increasingly necessary. The creation of a knowledge base to guide literacy and basic skills instruction and program implementation has been hampered not only by the limited resources spent by the federal government and by private foundations on these topics, but also by the structure of funding for research. Most studies funded are short-term. Another problem has been the lack of bona fide research studies. There is a critical need for comprehensive research on adult learning (particularly native and second language learning), instructional methods, assessment and accountability systems, and the organization and delivery of services. The creation of a comprehensive research and development base for supporting a coordinated adult basic skills education system will require the establishment of a new institutional structure and an additional federal investment, including the creation of a national center for adult literacy. (MN)

ED 302 750 CG 021 338

Bishop, George D.
Cognitive Representations of Physical Diseases.
PUB DATE- 13 Aug 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Cognitive Processes; *Communicable Diseases; *Diseases; Higher Education; *Lay People; Undergraduate Students

Recent research in lay conceptions of physical illness has indicated that lay people understand physical illness through the use of illness schemas. These schemas are thought to include at least five components: identity, cause, time line, consequences, and cure. This research examined two of these components, cause and consequences, through the use of multidimensional scaling. Undergraduate students (N=132) completed questionnaires by rating 18 different diseases as to their similarity and on 18 different characteristics. Subjects were assigned to different conditions and were asked to rate the diseases as to how similar they were in general terms or in terms of what causes them, how one gets them, or in terms of their consequences. The results point to dimensions in use by people when thinking about these aspects of disease and also contribute to an understanding of lay responses to different diseases. The findings have implications for understanding lay views about Acquired Immune Deficiency Syndrome and its perceived relationship with other viral diseases. (Author/NB)

ED 302 765 CG 021 354

Take Action against Drug Abuse: How To Start a Volunteer Anti-Drug Program in Your Community. ACTION/DA Publication No. 987.
ACTION, Washington, D.C.

PUB DATE- 88
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Community Programs; *Drug Abuse; Federal Aid; Financial Support; *Grantsmanship; *Prevention; Private Financial Support; Program Proposals; Public Service; Substance Abuse; *Voluntary Agencies; *Volunteers
IDENTIFIERS- Parent Project

ACTION, the Federal Domestic Volunteer Agency, offers this guide as a reference for anyone seeking to expand volunteer drug abuse prevention activities in the United States. This guide leads interested persons through the first steps of developing a volunteer prevention program. It proceeds in a logical progression, from defining the problem, to setting a goal, to setting up a volunteer organization, raising funds, and getting publicity. The guide points out some of the pitfalls to organization creation and management and gives advice for navigating around them. It assists users through a maze of federal acronyms, phrases, and publications. The guide lets organizations know they are not alone in the desire to tackle and eliminate drug abuse in America. It notes that ACTION awards grants to local parent and community-based organizations and that these grants are matched almost dollar for dollar by private, state, and local funds. This guide highlights 12 of ACTION's grantees which serve populations ranging from 761 to over 3,000,000 people. The projects are presented to serve as a comparison for the user's community size and resources and to represent the great work being accomplished by concerned parent groups and community organizations across the nation. Additional resources are listed, including names and addresses of government agencies and useful publications. (ABL)

ED 302 780 CG 021 370

Baum, Steven K.

Sources of Meaning through the Lifespan.

PUB DATE- Aug 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Age Differences; Nursing Homes; *Sex Differences; Two Year Colleges
IDENTIFIERS- *Life Events; *Meaningfulness

This study was conducted to investigate the sources of meaningful events across the lifespan. Both a quantitative approach and a qualitative approach were used to examine whether or not different measures reflected different domains of meaning and purpose. Subjects were 215 men and women, were classified in five developmental groupings: young adulthood (N=35), adulthood (N=47), middle adulthood (N=38), older middle adulthood (N=43), and older to "old-old" adults (N=50). The youngest subjects were from a community college and several of the oldest subjects were institutionalized in a nursing home, with the effects separated out. Subjects completed an interview schedule consisting of demographic data items and an open-ended questionnaire of reporting the most meaningful events in one's life with the age of occurrence. Subjects also completed a modified version of the Purpose-in-Life Test. The results revealed that the amount of meaning in a person's life did not seem to vary with age or gender. Similarly, what was meaningful to a person did not seem to alter with time. Work and love themes evolved as the most salient sources of meaning followed by births of children, miscellaneous quests, accidents/illness/deaths, separation/divorce, and to a lesser extent, major purchases. (Author/NB)

ED 302 810 CS 009 458

Mikulecky, Larry J.; Adams, Susan McIntyre
The Effectiveness of Using Interactive Computer Programs To Model Textbook Reading Strategies for University and Community College Psychology and Biology Students.
PUB DATE- 30 Nov 88
NOTE- 28p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Computer Assisted Instruction; *Content Area Reading; Higher Education; Instructional Material Evaluation; Programed Instruction; Programed Instructional Materials; *Psychology; Reading Comprehension; Reading Research; *Reading Strategies; Science Instruction; *Textbooks; Undergraduate Students

A study assessed the utility and effectiveness of two interactive computer programs designed to instruct and model effective strategies for reading biology and psychology textbooks. Intended for undergraduates, the two programs were developed at Indiana University's Learning Skills Center, and were designed to teach students how to: (1) identify key concepts; (2) compare, contrast, and connect ideas by writing linking summary statements; and (3) synthesize and graphically map relationships among key concepts. Subjects, 205 undergraduate students of matched ability from a major university and from a two-year community college, were assigned to treatment and control groups, and read two 7-10 page textbook selections with topics, text formats, and difficulty levels typical of most college level introductory texts in biology and psychology. The instructional format included explication of concepts, modeling of strategies, practice and feedback, and assessment and branching. Students who used the interactive computer programs significantly outperformed control group students; the fact that this pattern held in a test administered a week later which involved reading new texts without aid of the computer programs suggested successful transfer of the reading strategies. Interview and questionnaire data indicated that students viewed computer instruction positively. (Six tables of data are included, and 25 references are attached.) (SR)

ED 302 825 CS 009 476

Norris, Stephen P.
Verbal Reports of Thinking as Data for Validating Multiple-Choice Tests. Technical Report No. 445.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Jan 89
NOTE- 22p.
CONTRACT- OEG-0087-C1001
GRANT- 418-81-0781
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Critical Thinking; Grade 12; High Schools; *Multiple Choice Tests; Protocol Analysis; Reading Research; *Test Validity
IDENTIFIERS- *Verbal Reports

A study examined the effect of verbal reporting of students' thinking on their performance during an examination. Subjects, 343 high school seniors, were randomly divided into 4 experimental groups, and a different procedure for eliciting students' thinking during a critical thinking test was used for each group. A control group took the same test in paper-and-pencil format. Results indicated that there were no significant differences in either test performance or quality of thinking among the five groups. The results indicated that verbal reports of thinking do not influence students' thinking and performance during exams, making them a potentially useful source of validation information. (Five tables of data are included, and 38 references are attached.) (Author/RS)

ED 302 901 EA 020 564

Chand, Krishan
A Handbook for Improving the Effectiveness of the School Board Members in America.
PUB DATE- Jan 89
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Board of Education Policy; *Board of Education Role; *Boards of Education; Educational Improvement; *Educational Policy; Educational Quality; Elementary Secondary Education; Policy Formation; School Districts; *School Effectiveness; School Personnel; Superintendents

This handbook is aimed at improving the effectiveness of school board members. Effectiveness of the individual board member has a direct bearing on the effectiveness of the whole board, superintendent of schools, school district, and policy formation. The major functions of the school board are discussed: (1) selection of the superintendents; (2) working with the superintendent and other school personnel (helpful hints to enhance the relationship); (3) conducting effective board meetings; (4) developing and evaluating board policies; (5) short- and long-range planning; (6) public relations; and (7) 100 ways to become an effective board member. Appended is an example of a comparative rating sheet, a list of state departments of education in the United States, and a selected bibliography. (SI)

ED 302 963 EA 020 704

Flinders, Neil J.; Hilton, Matthew M. F.
The Impact of Changing World Views on Educational and Legal Philosophy: The United States as Exemplar.
PUB DATE- Dec 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Far Western Philosophy of Education Society (Calgary, Alberta, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; Codification; *Court Litigation; *Cultural Context; *Educational Legislation; *Educational Philosophy; Elementary Secondary Education; Federal Courts; Laws; *Western Civilization
IDENTIFIERS- Supreme Court; *West Virginia Board of Education v Barnette

This paper uses the U.S. Supreme Court's decision in the case of "West Virginia Board of Education v. Barnette" to illustrate the impact of changes in Western Culture world views of reality on educational and legal philosophy. The report argues that Western culture has replaced vertical assumptions, with its conception of individuals who function in a collective reality which "transcends" the natural order of things, with horizontal Greco-Roman naturalism, which posits that the natural order of things "includes" individual reality. The Court's horizontal assumptions were applied in the 1943 case of "West Virginia Board of Education v. Barnette" which deferred to individual decision-making against infringements made by institutions. The report concludes by favoring the retention of both vertical and hoirzontal assumptions in educational decision-making and teaching on the basis that these assumptions best preserve individual liberties, collective institutions, and thus democratic forms of government. (JAM)

EC

ED 302 976 EC 211 863

Muscott, Howard S., Ed.
Prosocial Skills Training for Children with Emotional Disturbances (ED) and Behavioral Disorders (BD): The Journey of 1,000 Miles Begins with the First Few Steps.
Association of New York State Educators of the Emotionally Disturbed, Hawthorne.
PUB DATE- 88
NOTE- 31p.
AVAILABLE FROM- Association of New York State Educators of the Emotionally Disturbed (ANYSEED), 14 Maple St., Scottsville, NY 14546.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aggression; *Behavior Disorders; Curriculum; Drama; Elementary Secondary Education; *Emotional Disturbances; Generalization; *Interpersonal Competence; Interpersonal Relationship; Mainstreaming; Program Design; Relaxation Training; *Social Cognition; *Training Methods

This special theme issue of the journal "Perceptions" is devoted to the topic of prosocial skills training for emotionally disturbed and behavior disordered children and adolescents. Following an introductory editorial by Howard Muscott, Richard Neel discusses factors that impede the development and inclusion of comprehensive social skills programs in educational curricula and suggests changes in instructional targets and program design. Next, Ellen McGinnis tackles critical issues in social skills training, including efficacy, substance versus packaging in teaching social competence, social skills training for non-special education students, and student-based considerations (nonverbal social cues, generalization, and maintenance). Howard Muscott then reviews evaluative literature on mainstreaming in relationship to the social interaction skills of behavior disordered students. A radio interview with Arnold Goldstein, regarded as the developer of structured learning, is excerpted by Herbert Foster, and Dr. Goldstein describes PREPARE, a prosocial curriculum for aggressive youth, in the following article. Cynthia Warger discusses strategies for promoting social interaction through creative drama activities. In a final article, John Maag gives an overview of relaxation training, including recommendations and guidelines for incorporating relaxation exercises into social skills training programs. (JW)

ED 302 990 EC 211 877

Gelb, Steven
A Guide to Working with Minority Language Students in Special Education.
Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Instructional and Professional Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education; *Disabilities; *Educational History; Elementary Secondary Education; English (Second Language); *Handicap Identification; Intelligence Tests; *Limited English Speaking; Minority Groups; Multicultural Education; Parent Participation; Special Education; Student Evaluation; *Student Needs

This monograph provides special educators with guidelines to help them succeed in their work with minority language students. It emphasizes the necessity for bringing the social context into educational planning, in its discussion of such topics as the history of limited English proficient (LEP) children in special education, classroom needs of LEP handicapped children, methods of working with minority language parents, and issues in the assessment of LEP children. An introductory chapter discusses the diversity among LEP children and the achievement of LEP children in schools. An historical perspective on minority language students and special education focuses on the growth of ungraded classes for "backward" children between 1900 and 1920, the rise of intelligence tests and their use on LEP children, overrepresentation of minority children in special education, and current efforts toward change. Classroom needs call for consideration of assimilationism versus pluralism, teacher attitudes, cross-cultural communication, motivation, multicultural curriculum, and teaching English as a second language. Assessment of minority language students requires standardized testing as well as nonstandardized measures of language proficiency in both the child's first and second languages, measures of adaptive behavior, and naturalistic observations of the child in various settings. (JDD)

ED 303 033 FL 017 747

Moriya, Yasuyo
English Speech Rhythm and Its Teaching to Non-Native Speakers.
PUB DATE- Mar 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Contrastive Linguistics; *English (Second Language); *Japanese; *Language Rhythm; *Oral Language; Second Language Instruction; *Stress (Phonology); Syllables; Uncommonly Taught Languages; Visual Aids
English is a stress-timed language whose syllables have a much wider variety of onsets, codas, and combinations than many languages. English also has the widest range of syllable length and quality between stressed and unstressed syllables and a distinctive pattern of intervals between stressed syllables. These characteristics make it difficult for speakers of a syllable-timed language such as Japanese to assimilate English speech rhythm. Certain phonological devices establish and maintain English rhythmic regularity and the rhythmic expectation among English speakers. Use of visual aids in which English stress is presented like musical notes illustrates graphically to Japanese speakers how English and Japanese rhythms differ, and is particularly appealing to this group because of the high quality of music education in Japan. Having students whisper English words in chorus also assists in teaching syllabification and pronunciation, and demonstrates that loudness is irrelevant to stress. Establishing this kind of sensitivity to timing and rhythm in non-native speakers is important in increasing the intelligibility to Japanese students of English as spoken by native speakers. (MSE)

ED 302 722 CE 051 789

Chandler, David, Comp.; And Others
Sewing. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XIII--Miniunits 1-10.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
PUB DATE- Oct 86
NOTE- 94p.; For related documents, see CE 051 787-788.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Career Education; *Career Exploration; *Clothing Instruction; Course Content; Definitions; Disabilities; Educational Resources; Learning Activities; Lesson Plans; *Mild Mental Retardation; Occupational Information; Postsecondary Education; *Prevocational Education; Secondary Education; *Sewing Instruction; Skill Development; Teaching Methods; Units of Study; Vocational Education
IDENTIFIERS- Mississippi

This unit is part of a Mississippi program designed to provide exploratory experiences and training for handicapped students, to determine if these students are capable of further vocational training or are poor risks for further occupational training, and to train students for basal skill occupations. The materials included in this unit on sewing have been developed for use by teachers of mildly mentally retarded students. The unit contains 10 miniunits that cover clothing-related occupations; the sewing machine; small sewing equipment; getting ready to sew; pattern and fabric selection; pattern layout; cutting and marking; stitching and pressing seams; constructing a project; and clothing care. Each miniunit is composed of the following parts: unit goal; objectives; resources; tools and/or equipment; materials and/or supplies; information and/or procedures; and learning experiences. The last page of each miniunit is a sample form designed for use by vocational preparation teachers in recording tasks in the order in which they should be taught, with procedures to be used for accomplishing them. A glossary is included in the guide. (KC)

ED 302 736   CE 051 866

Occupational Task Analyses for the Development of Business Education Model Curricula with Emphasis on Banking and Financial Occupations. State Technical Committee Report.

Delaware State Board for Vocational Education, Milford.; Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.

PUB DATE- Oct 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Banking; *Business Education; Curriculum Development; *Data Processing Occupations; Employment Potential; Entry Workers; Financial Services; *Information Services; Information Systems; Job Analysis; *Job Skills; Programing; Secondary Education; *Secretaries; *Statewide Planning
IDENTIFIERS- *Delaware

This guide, prepared for the Delaware State Board of Education and the State Department of Public Instruction, is intended to assist individuals developing curricula to prepare students for entry-level positions in various banking and financial occupations. It is divided into three sections, each of which consists of a

cross-referenced listing of job duties and occupational tasks. Section 1 is devoted to basic employability skills. Section 2 covers the job duties and tasks required in administrative support occupations (including executive secretaries). The third section covers the duties and tasks required of entry-level workers in occupations related to information services and systems (computer operator, computer programmer, and data entry operator). (MN)

ED 302 795 CG 021 386

deRosenroll, David A.

Goal Attainment Scaling: A Vehicle for Group Support in Career and Life Issues Exploration.

PUB DATE- Jan 88
NOTE- 19p.; Paper presented at the Annual Meeting of the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Counseling; *Counseling Objectives; *Counseling Techniques; Foreign Countries; *Goal Orientation; Group Counseling; Objectives; Success
IDENTIFIERS- Canada; *Goal Attainment Scaling

Goal setting is a necessary component to any change-oriented counseling. Support groups are logical additions to and often replacements for direct professional interventions. Typically clients who see counselors are dissatisfied with aspects of their personal lives. Along with their perceptions of their present states are their desires to alter or change their states. Discussions focus on how they might reduce the factors which negatively contribute to their lives, while increasing the factors which enhance their lives. The counseling partnership produces goals. Goals are expressions of what clients perceive as end-products of their taking action. Goal Attainment Scaling is a possible vehicle for use with groups who are seeking resolutions to career and other lifespan issues. A Goal Attainment Scale represents a clear statement of each of the client-goals and a five-point outcome scale, from worst to best possible expected outcome for each of the goals. Counselor-educators can teach their clients or students, either individually or in groups, how to construct such a scale. Goals can be personalized and possible outcomes can be established. Support groups can then be formed through which the participants can monitor their progress, rework their goals and outcomes, and receive group feedback concerning their goals. (ABL)

ED 302 871 CS 506 527

Perry, David K.

Assessing the Import of Media-Related Effects: Some Contextualist Considerations.

PUB DATE- May 89
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Context Clues; *Mass Media Effects; *Media Research; *Research Methodology; Television Viewing; Theory Practice Relationship
IDENTIFIERS- *Contextualization; Media Exposure; Social Policy

Based upon the philosophical position of contextualism, the common-sense idea of powerful, uniform, and universal media effects is largely untenable. Instead, researchers can more profitably view such effects as resulting from synthesized stimuli, of which media content is only one component. Thus, these phenomena should be called media-related effects, rather than media effects. Contextualism also implies a pluralism of both method and theory. In this regard both standardized and unstandardized indicators of the relationships among variables are needed to assess the importance of evidence concerning a media-related effect. More specifically, the routine reporting and interpretation of unstandardized indicators in nonexperimental research potentially could allow researchers to make a much stronger case for the theoretical or practical importance of effects than is possible at present. (Five notes and 28 references are attached.) (RAE)

EA

ED 302 885 EA 020 523

Willower, Donald J.
On Chairing the Educational Administration Program.
PUB DATE- Nov 87
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (13th, Charlottesville, VA, October 30-November 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Administrator Education; *College Administration; Educational Administration; Faculty Advisers; Faculty Development; Faculty Organizations; Faculty Recruitment; Graduate School Faculty; *Graduate Students; Higher Education; *Specialist in Education Degrees

This paper is a broad-based discussion of the administration of university educational administration programs from the perspective of a chairperson. The paper is divided into three parts. The first deals with the faculty, discussing considerations in the selection, socialization, and management of educational administration faculty. The second part discusses the students as organizational participants, focusing on approaches to developing rapport between the faculty and students and among the students themselves, and maintaining input from students after they have graduated. The third section considers the environment, both internal to the organization (the rest of the university) and external to it. Throughout, it is assumed that the main purposes of an educational administration program are to contribute to inquiry on educational administration and to prepare and work with individuals who can employ the processes and results of inquiry to improve schools. (TE)

ED 302 947 EA 020 645

A Practical Guide for Instructional Supervision: A Tool for Administrators and Supervisors.

Association of California School Administrators.

REPORT NO.- ISBN-0-943397-05-7
PUB DATE- 87
NOTE- 83p.
AVAILABLE FROM- ACSA, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($15.00 plus $1.50 postage and handling; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Guides; Elementary Secondary Education; Instructional Development; Learning Strategies; *Supervisory Methods; Teacher Administrator Relationship; Teacher Behavior; *Teacher Supervision
IDENTIFIERS- *Clinical Supervision

Instructional supervisors identified two problems in their field: (1) finding time to gather the many resources available these days; and (2) providing appropriate and useful supervision to teachers who span a spectrum of needs, experiences, and circumstances. To address these concerns, the 1985-86 Curriculum and Instruction Committee set out to compile a succinct, comprehensive and easy-to-use resource for busy instructional supervisors. Three major sections are included: instructional supervision, instructional strategies, and curriculum guides. Two examples of instructional supervision models--clinical supervision and cognitive coaching--are featured with descriptions. Ten instructional strategies are briefly outlined and 12 curriculum areas are highlighted. (SI)

ED 303 004 EC 211 892

Edgar, Eugene; Levine, Phyllis
A Longitudinal Study of Graduates of Special Education. Keynote Presentation.
PUB DATE- Dec 87
NOTE- 15p.; In: Chadsey-Rusch, Janis, Ed.; Project Directors' Annual Meeting. Conference Proceedings (3rd, Washington, DC, December 10-11, 1987). For complete proceedings, see EC 211 891.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Disabilities; Education Work Relationship; *Employment Level; Followup Studies; *Graduate Surveys; Longitudinal Studies; Outcomes of Education; *Postsecondary Education; Secondary Education; Vocational Followup; *Wages
IDENTIFIERS- *Independent Living

The study examines the employment status and living conditions over a 3-year period of all special education students from 13 school districts who graduated or aged out of these programs in 1984, 1985, and 1986. Data were gathered through a review of school records and telephone interviews with parents. Preliminary results concerning the employment rate 6 months after graduation found ranges from 71% employed for nonhandicapped students to 38% employed for severely handicapped students. From 6 months to 30 months after employment rates increased for the mildly mentally retarded (38% to 52%) and decreased for the behavior disordered (52% to 22%). Although 23% of the nonhandicapped and learning disabled students earned the minimum wage or better at 6 months; the sensory impaired, mildly mentally retarded, and severely handicapped showed a rate of less than 10% earning minimum wage at 6 months. Sensory impaired students had the highest rate of enrollment in postsecondary programs (58%) with other handicapped populations attending at a rate of 30% or less. The percentage of behavior disordered students neither working nor attending postsecondary education program increased from 10 to 82% between 6 and 30 months. Percentages of handicapped students living in independent settings after 6 months ranged from 4% (severely mentally retarded to 18% (learning disabled). (DB)

ED 303 019 EC 212 110

Kimeldorf, Martin; Edwards, Jean
Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth.
Portland State Univ., Oreg. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 73p.
AVAILABLE FROM- Ednick Communications, Box 3612, Portland, OR 97208 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Employment Potential; Evaluation Methods; Group Discussion; *High Schools; Intervention; *Job Placement; *Job Search Methods; *Leisure Education; *Mild Disabilities; Outcomes of Education; Teaching Methods
IDENTIFIERS- *Job Clubs

The report summarizes research collected in the Portland State University Transition Project which researched the impact of job-club-type training upon the school-to-work transition outcomes for mildly handicapped high school students. The project also examined reuse of job search skills in the search for leisure opportunities. The project identified an appropriate instructional workbook and developed a comprehensive research instrument to collect data. Findings indicated that students in the intervention classes found employment at the 81% rate compared to a 58% employment rate for students in the control group. In all areas compared, students receiving the intervention did better than similar students in the control group. After an introduction, the first section provides background to the intervention and research strategies including the work and leisure search intervention and the curriculum search. The next section reports on activities concerning measures of successful transition in discussions of the challenge of measuring leisure and the multifaceted nature of transition. A profile of all the students in the study is offered next, following which the effects of training are reported for two aspects of the job search: (1) job search competencies during training and (2) job search behavior after training. The final two sections provide evaluation data on employment outcomes and satisfaction with the intervention. Twenty-two tables present the Project's statistical data. (DB)

ED 302 840 CS 009 493

Fenholt, Janet S.
Ready to Read!
REPORT NO.- ISBN-0-538-14650-8
PUB DATE- 88
NOTE- 119p.
AVAILABLE FROM- South-Western Publishing Co., 5101 Madison Rd., Cincinnati, OH 45227 ($13.25; school price, $9.70).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Learning Activities; *Literacy Education; *Newspapers; *Reading Assignments; Reading Instruction; Word Recognition; *Writing Exercises
This workbook is focused on helping students learn how to use the newspaper as reading material. The workbook contains 26 lessons with short word lists at the beginning of each lesson and exercises which utilize the words from the word lists. The guide also includes five self-check exercises. (MS)

ED 302 649 CE 051 621

Employ the Team Teaching Approach. Second Edition. Module C-19 of Category C--Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- ISBN-0-89606-256-2

PUB DATE- 88

NOTE- 32p.; For other modules in this series, see ED 296 135-141 and CE 051 622-623 and CE 051 711.

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; *Competency Based Teacher Education; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; *Teaching Methods; *Team Teaching; *Vocational Education; *Vocational Education Teachers

This module, which is one in a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with using the team teaching approach. The module consists of three learning experiences. The first learning experience discusses the principles and procedures involved in using the team teaching approach. In the second learning experience, the student works as a member of a simulated teaching team to plan, present, and evaluate a lesson. In the final learning experience, the student uses the team teaching approach in an actual learning situation. Each learning experience contains an objective, instructional text, one or more learning activities, and a feedback instrument (discussion questions and/or an assessment form). (MN)

ED 302 691 CE 051 717

McKenna, D. Douglas; Pottle, Christine

Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87
NOTE- 41p.; For related documents, see CE 051 718-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Correctional Rehabilitation; *Counselors; Counselor Training; *Curriculum Design; Employment Qualifications; Entry Workers; Job Analysis; Postsecondary Education; *Probation Officers; State Standards; *Statewide Planning; Systems Approach
IDENTIFIERS- *California; *Correctional Officers

This technical report describes the third phase of a three-phase project to develop standards for training corrections personnel. (The first two phases involved a statewide job analysis of corrections officer, juvenile counselor, and probation officer jobs in California corrections agencies and development and validation of procedures for candidate selection.) The objectives of the third phase were to identify the knowledge and skills necessary for effective performance in the three occupations and to prepare models of basic training courses. This report is organized in five sections. Section 1 presents an overview of the systems approach used in the study. Section 2 describes the training needs analyses that were conducted to identify the knowledge and skills needed to perform the core tasks in the three occupations. Section 3 describes how the results of the needs analyses were used to develop performance objectives for the three basic training courses. Section 4 presents the purpose and content of the basic training course manuals, and section 5 provides recommendations for the preemployment training and continuing education of corrections officers, juvenile counselors, and probation officers. A list of 10 references concludes the document. (YLB)

ED 302 707 CE 051 739

Probation Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
California State Board of Corrections, Sacramento.
PUB DATE- 87
NOTE- 131p.; For related documents, see CE 051 717-725, 729-735, and 740-744.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Correctional Rehabilitation; Criterion Referenced Tests; Employment Practices; Entry Workers; Evaluation Criteria; *Occupational Tests; *Personnel Selection; Postsecondary Education; Predictive Validity; *Probation Officers; Research Methodology; State Standards; *Statewide Planning; Test Construction; Testing; *Test Validity
IDENTIFIERS- *California

In response to a mandate from the California State Legislature, the California Board of Corrections conducted a three-phase research study in preparation for the revision and standardization of the current state standards for hiring and training corrections personnel. The primary focus of the second phase of the project was on the development and validation of entry-level selection procedures for these positions. This set of technical reports deals with the process of developing and validating the criteria on which the selection procedures developed were based. The validation report covers the following topics: the project goals and the research strategies used to achieve them; the principal results of the job analysis; the predictor and criterion development processes; data collection procedures used; the criterion, predictor, and validity and fairness analyses used in developing the selection battery; and recommendations pertaining to administering and scoring the test. The technical adequacy report discusses the validity of the testing program in view of the fact that, although the original project plans called for testing a minimum of 500 probation officers, the final validation sample ranged from 284 to 322 officers depending on the analysis being conducted. (MN)

ED 302 856 CS 506 497

Ortiz, Joseph
An Instructional Approach for Minimizing Stage Fright: Insights from Buss' Theory of Audience Anxiety.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; *Communication Apprehension; Higher Education; *Public Speaking; Speech Instruction; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Buss (A H); Speech Communication Education; *Stage Fright

Effective instructional approaches for dealing with stage fright can be developed by examining A. H. Buss's theory of audience anxiety. Buss argues that audience anxiety correlates with feelings of self-consciousness, characteristics of the audience, and the novelty of the speaking role. From his perspective, the experience of anxiety is divided into three time intervals: (1) evaluation anxiety, occurring days to moments before the event; (2) self-consciousness, occurring in the first one or two minutes of the presentation; and (3) awareness of the novelty of the situation when viewing the audience from a speaker's perspective. This theory is useful in three ways. First, it presents a framework for helping students to understand the experience of fear in the public speaking arena. Second, the theory helps to organize and place into a larger context some of the strategies that are often suggested for minimizing stage fright. Finally, the theory suggests some instructional strategies that instructors can use in teaching the public speaking course. These strategies include situational analysis, visualization strategies, and relaxation techniques. These approaches are most useful for the "normal presenter," that is, the public speaker who experiences nervousness but is not dysfunctional and/or cross-situational. (Appendixes consist of structured and unstructured demonstration speech assignments and common textbook suggestions of ways to reduce stage fright. Sixteen references are also attached.) (MM)

ED 302 918 EA 020 599

Keedy, John L.; Thompson, E. Herbert
Evaluation of a Staff Development Program.
PUB DATE- Nov 88
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Program Attitudes; *Program Effectiveness; *Program Evaluation; *Program Validation; *Staff Development; Summative Evaluation; Teacher Educators
IDENTIFIERS- *Galax City School District VA

This paper describes a case study evaluation of the first year of an inservice staff development program in Galax City Schools, Virginia. The program was designed to teach teachers how to deliver subject matter associated with "The Teaching of Thinking Skills Program," sponsored by a Chapter II Competitive Block Grant. The program had two components and two teacher trainer consultants: one for "Writing to Learn" and the other for "Reading to Learn." The purpose of the case study was to assess teacher attitudes toward the program and program effectiveness. The data collection instruments consisted of an attitude questionnaire; observations of training sessions; and interviews with teachers, consultants, and administrators. The evaluation concluded that teachers felt the program to be worthwhile, but that the quality of the training sessions required instructional delivery improvement. These improvements included decreasing day-long inservice presentations, diversifying instructional materials, providing subject matter thematic unity, reducing class size, and having more enthusiastic teacher trainers. (JAM)

ED 302 933 EA 020 618

School-Based Management/Shared-Decision Making--a Pilot Program: A Historical Perspective.

Dade County Public Schools, Miami, Fla.

PUB DATE- Oct 87
NOTE- 278p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; *Institutional Autonomy; *Participative Decision Making; *School Based Management; School Organization; Teacher Influence; *Teacher Participation
IDENTIFIERS- *Dade County Public Schools FL

The Dade County (Florida) Public School system has had various types of school-based management (SBM) procedures in operation since 1974. During the 1985-86 school year, a committee of principals and other administrators reviewed the concepts of SBM from a different viewpoint, using various materials that addressed the professionalization of education and of teaching. The pilot project developed by this committee was approved by the Dade County School Board in July 1986. This report contains documents and materials related to the pilot project now in progress. Included are a summary and principles of SBM and shared decision making (SDM); requests for proposals to schools that wish to participate; a discussion of budget procedures under the school-based system;

outlines of a documentation process and an evaluation plan; and other practical documents that can be used by school systems in their efforts to implement an SBM/SDM system. (Author/TE)

ED 302 634 CE 051 559

Managing Sexual Harassment.

Ohio State Univ., Columbus. Instructional Materials Lab.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 88
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Behavioral Objectives; *Coping; Curriculum Guides; Learning Activities; Perception; Problem Solving; Secondary Education; *Sex Discrimination; *Sex Fairness; *Sexual Harassment; Vocational Education

This short course is designed to help students define sexual harassment, recognize it as a form of discrimination, and learn to deal with it effectively. The course outlines five 40-minute sessions, each including objectives, appropriate exercises, student worksheets, and transparency masters. Unit titles are: The Road to Awareness--Definitions; Suffering the Losses--Consequences; What To Do--Options; Thinking It Through--Perspectives; and Do Something--Resolutions. A pretest and a posttest are provided. Additional materials for the instructor wishing to expand or adjust the program are provided in the appendixes. A 10-item bibliography is found at the end of the materials. (YLB)

ED 302 663 CE 051 646

Evans, Karen; And Others
Progression into Engineering. Building Bridges between Education, Training and Employment.
Surrey Univ. (England). Dept. of Educational Studies.
SPONS. AGENCY- Manpower Services Commission, London (England).
PUB DATE- Jan 87
NOTE- 190p.; For summary document, see CE 051 645.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *Cooperative Programs; *Coordination; Educational Cooperation; *Education Work Relationship; *Engineering; Engineering Education; Foreign Countries; Job Training; Postsecondary Education; *Trade and Industrial Education
IDENTIFIERS- Great Britain

This publication reports findings of a 12-month study of progression opportunities in engineering education and training, a study which explored ways of bridging the gap between skills and knowledge acquired through basic training and prevocational education and those required for progression to higher levels of occupational training and vocational qualification. An introduction discusses methodology, background, and definitions. The following sections outline courses and schemes likely to be followed by a engineering student or trainee. Suggestions for bridging and for module content are made. The next section summarizes employer attitudes toward recruitment, schools, and schooling; college attitudes toward youth training schemes and the certificate of prevocational education; students' attitudes; and teachers' attitudes. Conclusions and recommendations are presented in five sections. The first focuses on the feasibility of the research model of bridging. The next section provides bridging outlines, which discuss the extent to which the different types of provisions could meet training requirements. The other three sections provide an overview of the conclusions, address cost implications, and make recommendations regarding module or course content, assessment and profiling, progression, and publicity. The instrument and additional data are appended. (YLB)

ED 302 677 CE 051 681

Bliss, William B.
Providing Adult Basic Education Services to Adults with Limited English Proficiency. Background Paper Prepared for Project on Adult Literacy.
Southport Inst. for Policy Analysis, Inc., CT.
PUB DATE- Dec 88
NOTE- 48p.; For related documents, see CE 051 679-686.
AVAILABLE FROM- The Project on Adult Literacy, Suite 415, 440 First Street, N.W., Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Asian Americans; Demography; *English (Second Language); Hispanic Americans; Immigrants; *Limited English Speaking; *Literacy Education; *Second Language Instruction

The United States lacks a clear policy and firm resolve to provide all adults who have limited English proficiency with the opportunity to learn the language. Significant demographic trends are developing that will make the nation increasingly dependent on a growing language-minority labor force. Various Census Bureau estimates report that between 4 and 6.5 million residents of the United States do not speak English well or do not speak it at all. Recent immigrants to the United States face myriad practical survival issues. Adult education programs operated by local school systems and community colleges account for the majority of English as a second language (ESL) programs offered to adults in the United States. The existing system of delivering ESL instruction is plagued by the following problems: the inadequate supply of ESL instruction, the impact of immigration policy on the delivery of education services, barriers to participation, the part-time teaching force that predominates in ESL instruction, inadequate training of ESL teachers, nonexistent national research and development capabilities, inadequate ESL provision in the public schools, and prevailing attitudes toward immigrants. (This report examines proposed solutions to each of these problems.) (MN)

ED 302 751 CG 021 339

Irving, Lori M.; And Others

Sexual Attitudes and Behavior of Bulimic Women: A Preliminary Analysis.

PUB DATE- Aug 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bulimia; College Students; Females; Higher Education; High Risk Persons; *Sexuality; *Student Attitudes; *Student Behavior

As a disorder repeatedly related to body-esteem and hypothesized to be related to sexuality, bulimia was expected to be related to contraceptive behavior. This study was conducted to examine the relationship between bulimia and sexual attitudes and behavior. Female college students (N=117) considered at high, medium, and low risk for developing bulimia answered a number of questions addressing their attitudes toward and comfort with sexuality as well as their sexual and contraceptive history. Risk for developing bulimia was found to be unrelated to sexual attitudes, and weakly related to greater frequency of sexual thoughts, fantasies, and arousal. High risk women reported first engaging in intercourse at earlier ages and were also more likely than other groups to engage in risky contraceptive behavior. Despite a tendency to report a greater number of previous sexual partners, high risk women currently engaged in sex less frequently, and expected to continue to engage in sex less frequently, than lower risk women. The results suggest that bulimia may be related to greater precocious sexual activity which may be part of a generalized pattern of impulsive behavior. Lower levels of current sexual activity may represent reductions coincident to the onset of the bulimic syndrome. (Author/NB)

ED 302 766 CG 021 355

Mohamed, Othman

Cross-Cultural Perspectives in Counseling: Mental Health Conceptions in Malaysia.

PUB DATE- 20 Mar 88
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Chicago, IL, March 20-23, 1988).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Services; *Counseling Techniques; *Cross Cultural Studies; *Folk Culture; Foreign Countries; Medical Services; *Mental Disorders
IDENTIFIERS- *Folk Medicine; *Malaysia

The general societal pattern in Malaysia is reflected by the distinct multi-racial composition of the population, comprised of Malays, Chinese, and Indians. In Malaysia, ethnicity determines the varied differences in the socio-cultural and religious diversity of the population. Organized modern medical services have existed in Malaysia since before independence from Great Britain in 1957 and include services for the mentally ill. Medical psychiatric training had its beginning in 1966; counselor education began in 1976. Shortages of trained personnel exist in mental health care. In Malaysia a sophisticated framework of folk healers for both physical and mental illness exists. Central to the structural system of traditional medicine in Malaysia are the bomoh among the Malays; the sinsehs among the Chinese; and the pujaris among the Indians. Common factors in the Malaysian folk therapies are identified by some central dominant element such as the semangat among the Malays; the yin-yang among the Chinese; and the tridosas among the Indians. Other aspects of the folk therapies are warmth and acceptance in the therapeutic relationship, the arousing of emotions, self-mastery, and the raising of hope and motivation to facilitate change in the patient's behavior. The "main puteri" rites are a form of indigenous Malay psychotherapy which involves an elaborate process of preparation for the client as well as the environment which incorporates the client's immediate family. Treatment procedures are usually applied as a psychotherapy for depression. This is a group process procedure which incorporates support from the patient's family and role playing techniques reminiscent of psychodrama. (Author/ABL)

ED 302 781 CG 021 371

Schnorr, Janet K.; And Others

Gender and Grade Expectation in University Students.

PUB DATE- Apr 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Architectural Education; Career Choice; *College Students; Competence; *Expectation; Grades (Scholastic); Higher Education; Majors (Students); *Nontraditional Occupations; *Self Evaluation (Individuals); *Sex Differences; *Student Attitudes

Since World War II, women have become a permanent part of the American work force but are under-represented in most scientific professions. Researchers are now aware of gender influences on expectations and achievement in academic settings, with research indicating that females have lower expectations of competence in science-related professions. Gender differences were explored in beginning architecture students (N=200) at the University of Arizona. After completing a semester design project, students were given a survey to assess gender influences and project effectiveness. Females reported significantly less experience in architecture and had significantly lower grade expectations for the project than did males. There were no significant gender differences on actual project grades or final course grades. Although beginning female architecture students lacked experience and had lower expectations for subject success when compared to their male counterparts, their final achievement and performance was consistent with males. These findings suggest that females may have a more accurate perception of performance and achievement while males may have a distorted perception of achievement. (Author/NB)

ED 302 811 CS 009 459

Fowler, Will
Decoding Skills and the Remedial Reading Program.
PUB DATE- 21 Nov 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; Computer Assisted Instruction; *Decoding (Reading); Elementary Education; Junior High Schools; *Phonics; Reading Skills; *Remedial Reading; Tutoring

The primary task of all teachers at all grade levels in all disciplines should be to identify the poor reader and find assistance for that student. "Sink or swim" thinking, which permits nonreaders to advance through the school grade hierarchy and into society, must be phased out of the educational consciousness of the nation. Recent research has shown that phonics instruction is important in the early stages of reading, but some students simply do not learn the decoding skills needed to advance their reading skills. These students make very little progress even after they are grouped together and given special reading material, usually in the middle school years. Explicit phonics instruction appears not to work beyond the second grade, so other remediation techniques, such as computer-assisted instruction, peer tutors, and the "vowel-sound-stick" method, should be implemented. However, it is not a question of method. Given early identification, most young readers with decoding problems can be taught the essentials of decoding through one method or another. (RS)

ED 302 826 CS 009 477

Norris, Stephen P.
Verbal Reports of Thinking and Multiple-Choice Critical Thinking Test Design. Technical Report No. 447.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),

Washington, DC.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Jan 89
NOTE- 33p.
CONTRACT- OEG-0087-C1001
GRANT- 418-81-0781
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Critical Thinking; Educational Research; *Multiple Choice Tests; Protocol Analysis; Reading Research; *Test Construction; Test Theory; *Verbal Communication
IDENTIFIERS- Test Analysis

This report describes a methodology for using verbal reports of thinking to develop and validate multiple-choice tests of critical thinking. These verbal reports of individuals' thinking on draft items of multiple-choice critical thinking tests can be used systematically to provide evidence of the thinking processes elicited by such tests, and in this case were used to develop and validate a test of observation appraisal. The procedure included the following steps: (1) devising ideal models of thinking for each item; (2) developing a method for interviewing subjects; (3) collecting verbal reports of thinking from samples of subjects; (4) using the ideal models to rate the quality of the thinking portrayed in the reports; (5) comparing the quality of thinking to answer choices and accumulating those comparisons across subjects for each item; and (6) identifying and modifying suspect items. The methodology cited in the report is offered as a way to gather evidence on the truth of claims that currently available multiple-choice critical thinking tests do not measure critical thinking, and as a way to develop new critical thinking tests. (Eight tables of data are included, and 38 references are attached. An appendix provides the interviewing model for the test on appraising observations.) (Author/SR)

ED 302 841 CS 009 494

Lyons, Carol A.
Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced?

PUB DATE- Dec 88
NOTE- 23p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Cues; Grade 1; High Risk Students; *Learning Disabilities; Primary Education; *Reading Difficulties; *Reading Improvement; Reading Instruction; Reading Processes; Reading Skills; Reading Strategies; Reading Writing Relationship
IDENTIFIERS- *Reading Recovery Projects

A study compared two groups of failing first grade readers in the Reading Recovery program to determine what effect this type of instruction had over time on their reading patterns. Subjects, 60 failing first grade readers, 30 learning disabled (LD) children and 30 non-LD children, were randomly selected from urban, suburban, and rural elementary schools throughout Ohio. All of the subjects had experienced one year of instruction in kindergarten and none of the children had ever been retained. Data were collected from oral reading records, from entry to exit, during the 1986-1987 Reading Recovery instructional program for each of the 60 subjects. Results showed that the shift of the LD children to multiple cueing systems so that their reading error patterns were similar to the non-LD group at the end of the program, and indicate the power the Reading Recovery program has to influence at-risk children's reading behavior. In addition, the LD group exited the program having received fewer lessons than the non-LD group, suggesting that the least able beginning readers in Ohio who were labeled learning disabled were not harder to teach than the at-risk readers who were not labeled learning disabled. Overall this study suggested that some learning disabilities may have been environmentally produced and can be altered. (Twenty-three references, 3 tables of data, and 2 figures are attached.) (RAE)

ED 302 902 EA 020 569

Parrish, Patricia
Discipline of Handicapped Students: Suspension and Expulsion.
PUB DATE- 29 Nov 88
NOTE- 10p.; M.Ed. course requirement, Sam Houston State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Court Litigation; *Disabilities; *Discipline Policy; Educational Policy; Elementary Secondary Education; *Expulsion; *In School Suspension; Punishment; Sanctions; *School Law; State Boards of Education
IDENTIFIERS- *Honig v Doe; *Texas

This paper discusses the suspension and expulsion of unruly handicapped students by examining previous court litigation, identifying the legal issues involved, and reviewing Texas State Board of Education policy. Although sensitive and knowledgeable of the special learning and emotional needs of handicapped students, the conclusion favors recent court decisions that approve the removal of students who are disruptive and who pose a safety threat to themselves and others. (JAM)

ED 302 977 EC 211 864

Partner Project. Final Report.
Arizona Univ., Tucson. Dept. of Special Education.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 86
NOTE- 144p.
GRANT- G008400643
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *Individualized Education Programs; Interpersonal Competence; *Learning Disabilities; *Parent Participation; *Participative Decision Making; Social Cognition; Student Educational Objectives; *Student Participation; Student Role; *Training Methods
IDENTIFIERS- Education for All Handicapped Children Act

The study investigated the effectiveness of the Partner Project, a participation strategy on the participation of learning disabled high school students and their parents during the annual individualized education program (IEP) conference. Eleven students and their parents received the IEP participation strategy training which focused on communication skills and consisted of three student training sessions, a partner (parent and student) training session, and a review session. A contrast training group received a single-session IEP orientation lecture and discussion, while a control group received only the review session held just prior to the IEP conference. Measures used to determine strategy effectiveness were the number of goals identified, verbal contributions made by students and parents during the conference, evaluations of student and parent participation, and conference length. Overall results indicated that the participation strategy training was more effective than either the IEP orientation session or no training in facilitating the ability of students and parents to generate student goals at the IEP conference. However, verbal contributions during the conference did not demonstrate many differences between groups. Implications for curriculum adaptations, format of the IEP conference, and policies related to Public Law 94-142, the Education for All Handicapped Children Act, are discussed. References and sample letters and forms are appended. (JW)

ED 302 991 EC 211 878

Bird, William; And Others
The Preschool Puzzle: A Study of Early Intervention Programs and Services.
New York State Office of Mental Retardation and Developmental Disabilities, Albany. Bureau of Program Research and Planning.
SPONS. AGENCY- New York State Developmental Disabilities Planning Council.
PUB DATE- Apr 88
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Community Services; *Delivery Systems; *Developmental Disabilities; *High Risk Persons; Intervention; Preschool Education; Private Agencies; Program Evaluation; Public Agencies; Referral; *State Programs; Transportation; Young Children
IDENTIFIERS- *Early Intervention; *New York

The New York State Office of Mental Retardation and Developmental Disabilities initiated a project to produce a description of existing state and local programs and models of service delivery for early intervention services for children aged 0-5. A survey of 72 public and private service providers in 12 New York counties determined that 11,185 children were served, 15.9% of whom were identified as at risk for developmental delay. Early intervention services available were categorized as: entry services, direction services, and specialized services. Measures of capacity/coordination indicated that some counties needed increased capacity, and others showed a greater need for coordination than increased capacity. The largest single referral source was pediatricians. The mean age at start of services for all children in the sample was approximately 2 years, 6 months. The mean waiting time for services was approximately 1.5 months, while the median waiting time was 1 month. Inadequate transportation services did not appear to be a major problem. A rating of problems indicated that major problems were the lack of a legislative mandate which clearly indicates responsibility for this population and inadequate community education regarding the needs of disabled children and their families. (JDD)

ED 302 723   CE 051 791

Smith-Burke, M. Trika; And Others
Starting Over: Characteristics of Adult Literacy Learners.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Office of the Mayor, N.Y.
PUB DATE- Jun 87
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; *Adult Students; Demography; Dropout Characteristics; *Literacy Education; *Student Characteristics; Student Motivation
IDENTIFIERS- *New York (New York)

A study examined the characteristics of those individuals who participate in New York City's adult literacy programs. Interviews were conducted with 32 native-born U.S. citizens (native speakers of English) who had enrolled in a literacy program for the first time and had been reading somewhere up to the 4.9 grade level at the time they entered their literacy program. Nine (eight females and one male) first heard about their literacy program through a radio or television advertisement. Five each heard about literacy programming from friends, family, and other agencies. Seventeen of the 32 people interviewed reported that they had to wait before beginning their programs, with 3 persons waiting between 4 and 6 months. The top five reasons/goals given for attending a literacy program (in order of decreasing frequency) were to pass the General Educational Development Tests, obtain job training, undergo self-improvement, achieve independence, receive social support, and end embarrassment. The major factors that positively affected attendance were family support, perceived progress, heightened self-esteem, and good teachers. All of the respondents had dropped out of school; 27 had at least one parent from a southern state; and 23 were currently unemployed. (A bibliography and the interview form with instructions for administering it are appended.) (MN)

ED 302 737 CE 051 960

Vocational Education Home Economics Education Teacher Handbook Grades 7-12. North Carolina Competency-Based Curriculum.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 88
NOTE- 491p.; Revised edition.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Child Care Occupations; Child Development; Clothing Instruction; *Competence; Competency Based Education; Cooperative Education; Daily Living Skills; Day Care; Foods Instruction; *Home Economics Skills; Housing; Interior Design; Nutrition Instruction; *Occupational Home Economics; Parenthood Education; Secondary Education; Skill Development; State Curriculum Guides; Textiles Instruction
IDENTIFIERS- *North Carolina

This teacher handbook provides recommended goals and objectives and suggested measures for the competency-based secondary home economics curriculum in North Carolina. The guide is organized in two sections. The first section consists of an overview of the North Carolina Standard Course of Study and the competency-based curriculum. Information on the philosophy and rationale for the curriculum, effective teachers and schools, thinking skills, and programs for exceptional children as well as notes for users of the handbook are supplied. The second section contains the vocational education competency-based curriculum for home economics education. It provides information on the target groups, philosophy, design of the curriculum, course of study, learning outcomes, and scope and sequence. The competency goals for each subject area are listed on separate pages, related to objectives and measures for attaining each goal. The goals cover child care services, clothing and textiles, commercial foods, custom fashions and interiors, exploring home economics, foods and nutrition, home economics cooperative education, independent living, interior design and housing, parenting and child development, and teen living. Extensive appendixes provide information on the North Carolina Standard Course of Study, course requirements, testing requirements, and textbook adoptions. (KC)

ED 302 796 CG 021 387

Simboli, Tim; Darou, Wes G.
Effective Treatment in Home-Based Services.
PUB DATE- Jan 88
NOTE- 9p.; Paper presented at the Annual Meeting of the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; *Counseling Effectiveness; *Counseling Techniques; Foreign Countries; *Home Programs; Intervention; Outcomes of Treatment; Program Effectiveness
IDENTIFIERS- Canada

The use of home-based treatment programs has become increasingly popular over the last few years. Such a program is offered by the Youth Services Bureau of Ottawa-Carleton through its Detached Worker Program. This program uses paraprofessionals who employ an eclectic combination of behavioral, client-centered, family and reality therapies. Two distinct studies were conducted to evaluate the effectiveness of the Detached Worker Program. The first one evaluated overall effectiveness of the intervention. Subjects included clients in treatment (N=18) and clients on the waiting list (N=42). Results demonstrated overall effectiveness by a lower number of police contacts and other counseling contacts for those in treatment. Questions arose about the factors that contribute to effectiveness. The second study evaluated these factors using client and worker variables as predictors in a multiple regression analysis. Subjects (N=126) were clients from a 2-year period with an average treatment length of 8.7 months. Treatment length was found to be the most important variable, followed by treatment model, and who provided supervision. Results imply that home-based programs can be readily evaluated and that treatment should be intensive and long-term to get maximum effect. (ABL)

ED 302 872   EA 020 256

Weston, Susan Perkins
Choosing a School for Your Child.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- PIP-89-833
PUB DATE- May 89
NOTE- 44p.; Foreword by Lauro Cavazos, Secretary of Education.
AVAILABLE FROM- Consumer Information Center, Dept. 597V, Pueblo, CO 81009 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; Home Schooling; Magnet Schools; *Nontraditional Education; Parent Aspiration; *Parent Participation; *Parent School Relationship; Parochial Schools; Politics of Education; Private Education; *School Choice

This book offers step-by-step advice for parents on how to choose among available schools for their children. It identifies factors to consider in making the choice, and it offers information on options for parents who do not like any of the available schools, including teaching children at home and working to create new options. After an introductory discussion of why parents should choose their child's school, an overview is provided of the kinds of schools available: neighborhood public schools, public "schools of choice" (magnet schools), other public schools, and parochial or private schools. The middle section of the paper provides advice on each of four steps in choosing a school: (1) thinking about the child in relation to the family and community; (2) collecting information on available schools; (3) visiting a school; and (4) gaining admission for a child into a selected private or public school. Subsequent chapters address when to think about changing schools again and what to do if there are no good schools. The latter options include home schooling, early college for a teenager, and working to change the system. Appended is a checklist for investigating and evaluating schools, along with a set of references and additional sources of information. (TE)

ED 302 886 EA 020 526

Klein, Gerald A.
State Level Perspective of the Model: The State Department of Education as a Change Agent.
PUB DATE- Apr 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Development; *Educational Innovation; Elementary Secondary Education; Program Descriptions; Program Evaluation; Program Validation; *State Legislation; *State Programs; *State School District Relationship; Validated Programs
IDENTIFIERS- *Georgia; Quality Basic Education Act (Georgia)

Section 20-2-250 of Georgia's Quality Basic Education (QBE) Act, passed in March, 1985, provides for three types of innovative activities: developmental projects, training center/dissemination projects, and adoption projects. This part of the Act is administered by the Georgia Department of Education under the Innovation Program. The activities are evaluated by a small cadre of highly trained and qualified "state validators," who review the developmental projects on-site and make recommendations to the state superintendent of schools for certification. This document describes each of the three types of projects funded under the Innovation Program and the mechanisms for funding, implementing, and evaluating these projects. The last part then reviews the development projects that have been established and funded since 1985. In summary, the state of Georgia has an organized, managed delivery system for educational improvement that encompasses development through dissemination and involves the cooperative efforts of state staff, university staff, and local system staff. (TE)

ED 302 934   EA 020 619

Leitner, David

Principal Instructional Management Behavior and School Effectiveness: An Organizational Perspective.

PUB DATE- Apr 88
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrator Role; Elementary Secondary Education; *Instructional Effectiveness; *Instructional Leadership; Leadership Responsibility; Multivariate Analysis; Outcomes of Education; *Principals; Questionnaires; Regression (Statistics); School Effectiveness; *Teacher Administrator Relationship
IDENTIFIERS- Instructional Management Questionnaire

This study uses an organizational perspective to investigate three questions regarding the principal's role in instructional management: (1) Do instructional management behaviors predict student achievement? (2) What specific instructional management behaviors are identified with principals in effective schools? and (3) Are the linkages that principals use to influence teacher behavior and instruction related to student achievement? An Instructional Management Questionnaire (IMQ) was used to collect data on the principal's role in instructional management from the teachers at 29 participating elementary schools from February to April 1987. These data were analyzed using a multivariate regression model to provide information on whether principal instructional management behaviors are associated with student achievement. The three instructional management linkages that principals use to influence teacher behavior (cultural, structural, and interpersonal) were then identified and analyzed using a multivariate regression model. Next, data were collected from observations and interviews of four principals at schools identified as effective, in order to discover specific instructional management behaviors used by principals in effective schools. Finally, data were collected on two possible alternative explanations for the differences in school effectiveness: school conditions and school personnel. Findings, so far available only for the first question, suggest that there is little evidence to suggest a strong relationship between principals' instructional management behavior and student achievement. Appended are Hallinger's Three Dimensions of Instructional Management and Eleven Subfactors (1983). A bibliography is included. (TE)

ED 302 948 EA 020 647

Lynch, Daniel O.
Tobacco Use Behavior in Grades 5-12.
National Middle School Association, Columbus, OH.
PUB DATE- 88
NOTE- 22p.; In its: Strahan, David B., Ed. Middle School Research: Selected Studies, 1988. p114-133.
AVAILABLE FROM- National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229-6292 ($8.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Health Education; Intermediate Grades; Medical Research; Middle Schools; *Prevention; Secondary Education; *Smoking; Student Attitudes; *Student Behavior; *Tobacco
IDENTIFIERS- *National Cancer Institute; *Wisconsin (Oshkosh)

This study examined the responses of 3,915 Oshkosh, Wisconsin students (in grades 5 through 12) to the National Cancer Institute's (NCI) standard form of common questions for school-based interventions. Also, a pilot questionnaire of knowledge, beliefs, and attitudes concerning and predicting tobacco use was administered. NCI findings indicated an important tobacco use problem beginning approximately in the 6th grade and peaking at the 11th, regardless of respondents' gender. Chewing tobacco and snuff use are significant among males, but not among females. Pilot questionnaire findings indicated an important tobacco use problem among both male and female Oshkosh students paralleling NCI results. The research concludes that introduction of tobacco prevention materials into the health education curriculum should start in the middle schools because children start smoking in the sixth grade. (JAM)

ED 302 964 EC 211 851

Jordan, June B., Ed.; And Others
Early Childhood Special Education: Birth to Three.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-179-X
PUB DATE- 88
NOTE- 262p.; For selected papers, see EC 211 852-861.
CONTRACT- 400-84-0010
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($25.50, $20.40 members; Publication No. 325).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrative Organization; Clinical Diagnosis; Cooperative Programs; Coordination; Curriculum Development; *Delivery Systems; *Demonstration Programs; *Disabilities; Educational Diagnosis; Federal Legislation; Identification; Infants; *Interdisciplinary Approach; Interprofessional Relationship; *Preschool Education; Program Design; Public Policy; Resource Staff; Specialists; Staff Utilization; Teamwork; Toddlers
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Act Amendments 1986

Twelve author-contributed papers address current issues in service delivery to infants and toddlers (birth to age 3) with handicapping conditions. Issues focus on the legislative mandate of Public Law 99-457, the Education of the Handicapped Act Amendments of 1986. An introductory chapter by James J. Gallagher summarizes major questions for the field. These issues are then addressed in subsequent chapters: "Administrative Challenges in Early Intervention" (Corinne Garland and Toni Linder); "Linking Screening, Identification, and Assessment with Curriculum" (Patricia Hutinger); "Model Programs for Infants and Toddlers with Handicaps" (Merle Karnes and Vicki Stayton); "Parent Involvement in Early Childhood Special Education" (Cordelia Robinson, et al.); "Staffing Patterns and Team Models in Infancy Programs" (Jeanette McCollum and Mary-alayne Hughes); "Defining the Infancy Specialization in Early Childhood Special Education" (Eva Thorp and Jeanette McCollum); "Early Intervention Team Approaches: The Transdisciplinary Model" (Geneva Woodruff and Mary McGonigel); "Program Evaluation: The Key to Quality Programming" (Lawrence Johnson); "Early Intervention Public Policy: Past, Present, and Future" (Barbara Smith); "Preparing for Change: The Implementation of Public Law 99-457" (Pascal Trohanis); and "Where Do We Go from Here? An Attempt at Synthesis" (James Gallagher). (JW)

ED 303 005   EC 211 893

Affleck, James Q.; And Others
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Manual for Best Practices and Procedures.
Highline Public Schools, Seattle, Wash.; Washington Univ., Seattle. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 25p.; For related document, see EC 211 894.
GRANT- G008430120
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Education Work Relationship; High Schools; Interpersonal Competence; Job Search Methods; *Mild Disabilities; Money Management; Placement; *Program Development; Program Evaluation; School Business Relationship; *Transitional Programs; Work Experience Programs
IDENTIFIERS- *Supported Work Programs

The manual, developed by the Realistic Transition Project in Washington State, reviews program experiences and recommended best practices for serving mildly handicapped students in their final years of school (ages 17-21). The project focused on employment with formal class teaching secondary to community work experience. A skills curriculum covered money management, social skills for apartment living, job search, and interpersonal skills for employment. Support in job procurement and maintenance was provided each student and employers were assisted in making job modifications to suit handicapped workers. The program served 22 to 26 students with two teachers (who also served as caseworkers) and two classroom aides. Administrative support was provided in the areas of communication, coordination between vocational and special education, and staff evaluation. Changes over the program's 3 years included provision of services during the daytime rather than evening, and moving from a group-centered approach to a more individualized and flexible approach. Guidelines for similar programs are given for the following areas: student population, curriculum, class schedule, school and community resources, employment assistance, setting, staffing, administrative support, marketing, evaluation, and flexibility. Appended are sample student schedules and the project brochure. (DB)

ED 303 034 FL 017 750

Yashiro, Kyoko
Second Language Maintenance for Returnee Students in Japan.
PUB DATE- Aug 87
NOTE- 18p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Acculturation; Bilingualism; Elementary Education; Foreign Countries; Japanese; *Language Skill Attrition; Public Opinion; Public Schools; Second Languages; *Study Abroad
IDENTIFIERS- *Japan

Japanese students returning from time spent abroad face a public school system in which little attention is given to maintenance of a second language, and reassimilation into the Japanese culture is heavily stressed. There may be several reasons for this attitude: (1) knowledge of a second language gives too much advantage to an already advantaged social group; (2) second language maintenance is a personal and not a public educational problem; (3) a second language is of little practical use in the all-important school examinations; and (4) high proficiency in Japanese is a foremost objective, while proficiency in a foreign language is of distinctly minor importance and possession of a "second language" could be actually detrimental to one's acceptance as a true Japanese. Historical intolerance for languages other than Japanese and insistence on cultural assimilation persists despite the changed social, political, and economic situation of modern Japan. Current public education should be revised to include maintenance and enhancement of students' international outlook and second language capabilities and to allow the children of foreign workers into the public school system. (MSE)

ED 302 635 CE 051 561

Owning and Operating a Business.

Ohio State Univ., Columbus. Instructional Materials Lab.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Administration; *Business Education; Career Education; Careers; Curriculum Guides; Employment Opportunities; *Entrepreneurship; Learning Activities; Recordkeeping; Secondary Education; *Small Businesses; Vocational Education

This short course is designed to offer entrepreneurship as a career option. It outlines advantages and disadvantages of entrepreneurship, characteristics of successful business owners, and resources available to assist entrepreneurs. The course outlines five 40-minute sessions, each including objectives, appropriate exercises, student worksheets, and transparency masters. Unit titles are: Thinking about Entrepreneurship--From Interest to Plans; Getting Started--Basic Considerations; Keeping Records--Necessary Details; Developing a Plan--How to Analyze the Market; and Projecting Your Image--What to Do. A pretest and a posttest are provided. Additional materials for the instructor wishing to expand or adjust the program are provided in the appendixes. An eight-item bibliography is found at the end of the materials. (YLB)

ED 302 650 CE 051 622

Prepare for Students' Related Instruction. Second Edition. Module J-9 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- ISBN-0-89606-258-9

PUB DATE- 88

NOTE- 40p.; For other modules in this series, see ED 296 135-141 and CE 051 621-623 and CE 051 711.

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; *Competency Based Teacher Education; *Cooperative Education; *Coordination; *Instructor Coordinators; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; *Vocational Education; *Vocational Education Teachers

IDENTIFIERS- *Related Subjects Instruction

This module, which is one in a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with instructor-coordinators' responsibilities with regard to planning and conducting the in-school component of the training received by cooperative education students. The module consists of three learning experiences. The first learning experience discusses the steps and procedures involved in preparing for students' related instruction. The second learning experience provides selected information about five hypothetical students in a multioccupational cooperative program. This information is to be used to prepare for their related instruction. In the final learning experience, student teachers are required to serve as an instructor-coordinator in an actual teaching situation. Each learning experience contains an objective, instructional text, one or more learning activities, and a feedback instrument (discussion questions and/or an assessment form). (MN)

ED 302 692 CE 051 718

Development of Entry-Level Vision and Hearing Guidelines for Corrections Officers, Juvenile Counselors, and Probation Officers. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- Aug 85
NOTE- 159p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Correctional Rehabilitation; *Counselors; Counselor Training; Employment Qualifications; Entry Workers; Guidelines; *Hearing (Physiology); Job Analysis; Postsecondary Education; *Probation Officers; Standards; Statewide Planning; *Vision
IDENTIFIERS- *California; *Correctional Officers

In response to a mandate from the California State Legislature, the California Board of Corrections conducted a three-phase research study in preparation for the revision and standardization of the current state standards for hiring and training corrections personnel. This document presents the vision and hearing guidelines for the occupations of corrections officers, juvenile counselors, and probation officers. The first section of the document is a brief description of the job analysis and the methods used to develop the vision and hearing guidelines. A summary of job analysis data for each of the three occupations is given in terms of the following dimensions: for vision--near visual acuity, far visual acuity, visual color discrimination, and peripheral vision; for hearing--sound detection, sound localization, sound recognition, sound discrimination, and speech comprehension in quiet and noisy environments. Expert review, revision, and implementation of the guidelines are described next. The appendices, comprising the majority of the document, include (1) charts defining each dimension, its measurement, and cutoff scores; (2) examples of job tasks and critical incidents involving vision and hearing for each occupation; (3) matrices summarizing relevant vision and hearing dimension; (4) preliminary vision and hearing guidelines providing a proposed standard and rationale for each dimension, organized by occupation; and (5) revised versions of the vision and hearing guidelines. (YLB)

ED 302 708 CE 051 740

Probation Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87
NOTE- 50p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Correctional Rehabilitation; Cutting Scores; Job Applicants; *Occupational Tests; Postsecondary Education; *Probation Officers; Statewide Planning; Test Construction; *Testing; Test Interpretation; *Test Items; Test Validity
IDENTIFIERS- *California

This package consists of an information booklet for job candidates preparing to take California's Probation Officer Examination and a user's manual intended for those who will administer the examination. The candidate information booklet provides background information about the development and validation of the Probation Officer Examination, describes its format, previews its contents, and provides sample problems (with answers) to help candidates prepare for the examination. The user's manual describes the format and content of the examination, provides a brief history of its development, discusses its reliability and validity, presents detailed instructions for administering the examination (including verbatim proctoring Instructions), and suggests guidelines for interpreting scores. (MN)

ED 302 752 CG 021 340

Vance, Robert J.; Kuhnert, Karl W.
Job Insecurity and Employee Well-Being.
PUB DATE- Aug 88
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; *Job Layoff; Physical Health; *Security (Psychology); *Well Being; *Work Attitudes

This study explored the consequences of perceived job security and insecurity on the psychological and physical health of employees. Data were gathered from employees of a large midwestern manufacturing organization that produced products for material removal applications. Surveys were sent through company mail to a stratified random sample of 442 employees resulting in 230 usable surveys. Subjects completed measures of job security, psychological and physical health, organizational commitment, job performance, and demographic information. The results provided support for the general hypothesis that feelings of job security/insecurity would be related to psychological adjustment and job performance. The relationships appeared to be fairly complicated, contingent on other perceptions and/or employee characteristics. In general, employees who reported feeling insecure in their present job and who felt that it would be difficult to find a comparable job elsewhere experienced more psychological difficulties than did employees who reported job and/or employment security. (NB)

ED 302 857 CS 506 501

Kosberg, Roberta L.; Rancer, Andrew S.

Enhancing Trait Argumentativeness and Skill in Arguing: A Review of Instructional Methods.

PUB DATE- May 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 4-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; *Interpersonal Communication; Models; *Persuasive Discourse; Speech Communication
IDENTIFIERS- *Argumentativeness; Conflict Management; Confrontation

The communication discipline has advanced the belief that arguing (high argumentativeness) is a constructive communication activity. Recent research efforts have attempted the integration of principles from argumentation, interpersonal communication, and conflict management, and several benefits of high motivation to argue and skill in informal arguing have been identified. Three instructional methods designed to enhance motivation and skill in argumentative communication are: (1) D. A. Infante's inventional system; (2) cognitive training in interpersonal conflict; and (3) the use of rhetorical topoi. Infante's two-part inventional system advocates the use of informative, persuasive and argumentative components, while the cognitive training model employs the argumentative construct in conflict management instruction. The use of topoi (or topical review) uses a specific device of thought to help generate ideas relevant to a subject. Efforts at determining the superiority of a cognitive, a behavioral or a mixed method approach to training in informal argument deserve further investigation. These three programs reflect different orientations, and should be tested against each other. (Twenty-seven references are attached.) (RAE)

ED 302 903 EA 020 570

O'Neill, Joseph P.; And Others
Facilities Planning for Small Colleges.
Academy for Educational Development, Inc., Washington, D.C.; Conference of Small Private Colleges, Princeton, N.J.
PUB DATE- 82
NOTE- 220p.; For related document, see ED 213 276.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Buildings; *Educational Facilities Planning; Educational Trends; Enrollment; Expenditures; *Facility Utilization Research; Futures (of Society); Higher Education; Institutional Characteristics; Private Colleges; *Records (Forms); *Small Colleges; *Space Utilization; Teacher Student Ratio; Workbooks; Worksheets

This second publication in a three-part series called "Alternative Futures" is essentially a workbook that, followed step by step, allows a college to see how its use of space has changed over time. Especially designed for small colleges, the kit makes use of the information that is routinely collected, such as annual financial statements and utilities costs, classroom schedules and course enrollments, staff and student body sizes and composition, and building sizes and conditions. The kit consists of three basic segments. Section 1, Basic Data Forms, contains 14 forms used to collect numerical data from the various sources on campus. Section 2, Institutional Profile, consists of 27 charts and graphs for graphic display of the institutional data. The profile is the planning document for wide distribution within the campus community that forms the basis for analyzing needs and assessing strategies. A series of analysis questions accompanies each of the charts. Section 3, Constituent Views, includes a series of questions designed for use in workshops and for reporting the results of constituent group discussions. A case study example of completed Basic Data Forms and an Institutional Profile is included. (MLF)

ED 302 919 EA 020 600

Welch, Joseph; McKenna, Ellen

SWAS: School within a School. A Middle Level Dropout Intervention Program.

North Kingstown Public Schools, R.I.

PUB DATE- Nov 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Dropout Prevention; *Dropout Programs; Dropouts; *High Risk Students; Junior High Schools; Middle Schools; *Performance Contracts; *Potential Dropouts; *School Holding Power
IDENTIFIERS- *Rhode Island

This report describes the success of SWAS (School Within a School), an early dropout intervention program designed for average to above-average at-risk middle school students selected by the assistant principal. SWAS is a temporary self-contained institution within Davisville Middle School, North Kingstown, Rhode Island. As a prerequisite to student admission, SWAS teachers explain and get parents to "buy into" the program by signing contracts guaranteeing their involvement. Parents are required to come to one-a-month meetings with their child's SWAS teacher. Individual and group instruction are held in self-contained classrooms. As soon as the student demonstrates achievement and is recommended by the SWAS teacher, the guidance counselor, and the regular school receiving teacher, the student reenters the regular Davisville Middle School program. Students who do not meet reentry expectations must continue in the SWAS program. Of the former SWAS students who reentered the regular Davisville Middle School program, 84 percent improved their grades. In addition, Davisville's teachers felt that 100 percent improved their classwork, and that 95 pecent improved their attitude toward school. Parents responded quite favorably and found SWAS helpful to their sons and daughters. The appendixes include listings of criteria for entering and exiting the program. (JAM)

ED 303 020 EC 212 112

Empson, Judith V.; And Others

An Impact Evaluation of the Resource Access Projects, 1983-1984.

Littlejohn (Roy) Associates, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Dec 84
NOTE- 209p.; For earlier versions of this document, see ED 189 799, ED 250 069, and ED 250 077. For the 1986-87 edition, see EC 212 113.
CONTRACT- HHS-105-82-0008
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Delivery Systems; *Disabilities; Inservice Education; *Mainstreaming; Management Information Systems; Preschool Education; Program Evaluation; Regional Programs; Technical Assistance
IDENTIFIERS- *Project Head Start

The report provides evaluation data (1983-84) for the Resource Access Project (RAP) network, a system to facilitate the delivery of handicap services in Head Start programs. The five priority tasks of the 15 regional RAPs for this time period were: (1) Provide technical assistance, services, and materials to Head Start grantees; (2) Conduct state training workshops; (3) Facilitate collaborative agreements; (4) Actively participate in RAP task forces; and (5) Maintain the computerized management information system. Details of RAP activities are provided for each of these five major project tasks. Activities on other RAP tasks are briefly summarized. Directions the network should take in the future are proposed. Recommendations are given for the management information system, the plan of work, conferences, initiatives, the RAP census, and task forces. Appendixes provide profiles of each of the 15 RAPs (including background, location, regional situation, operations, mainstreaming training conferences, short-term conference evaluation, resource providers, management information system, and telephone survey results); and summaries of impressions of the state education agencies working with each of the RAPs. (DB)

ED 302 664 CE 051 648

Kelly, Diana K.
Marketing Higher Education to Adults.

PUB DATE- 8 Dec 88
NOTE- 25p.; Weak dot matrix print throughout the document.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Students; Advertising; *Colleges; Higher Education; *Marketing; *Program Development; Program Improvement; Public Relations; *Student Needs

With fewer recent high school graduates available to attend college, colleges need to increase their efforts to attract adults. If colleges want to attract more adult students, they must develop a comprehensive marketing plan. The marketing process entails a thorough marketing study that includes a detailed institutional analysis, an analysis of competing colleges, and an analysis of the potential adult students. The results of this marketing analysis may suggest changes that should be made to serve the needs of the potential adult students. Because adults must be aware of the college and its programs in order to participate, colleges must also consider the various promotional methods that may be used to inform potential adult students of the attributes of the college that may be appealing to adults and of the programs available at the institution. The various forms of mass media and specialized media will require an advertising budget as a part of the marketing plan. However, other forms of promotion may be used at little or no cost to the institution, including publicity provided by the public relations department, community involvement of faculty and administrators, personal selling by faculty and staff, and free samples of instruction to prospective students. (KC)

ED 302 678   CE 051 682

Brizius, Jack A.
The State Role in Adult Literacy Policy. Background Paper Prepared for Project on Adult Literacy.
Southport Inst. for Policy Analysis, Inc., CT.
PUB DATE- Dec 88
NOTE- 54p.; For related documents, see CE 051 679-686.
AVAILABLE FROM- The Project on Adult Literacy, Suite 415, 440 First Street, N.W., Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Educational Policy; *Federal State Relationship; Literacy Education; *Policy Formation; Program Administration; Program Development; *State Action; *Statewide Planning

Although the federal government, the private sector, and local literacy providers all have important roles in national literacy policy, the goals, shape, and content of the system for enhancing adult literacy in the United States will be developed and implemented by the states. A national commitment to adult literacy will thus mean different policies in different states. There are several reasons why the states have been deemed the appropriate level of government to manage the tasks involved in building a new literacy infrastructure. They have traditionally been responsible for managing educational enterprises, they now manage most federal programs that can be used to expand the resources available for various target groups of adults, they have the flexibility to develop a mix of programs for their unique target groups of adults requiring literacy enhancement, and they have developed substantial expertise in working with the employer community for economic development and job training. The recent history of state involvement in adult literacy policy indicates that although many states have indeed come a long way in developing an effective literacy policy, many others have far to go. (This report explores many of the questions related to state establishment and management of adult literacy programs.) (MN)

ED 302 767 CG 021 356

Elderkin-Thompson, Virginia D.; And Others

Field Dependency in Relation to Sex-Role Self-Concept: A New Look.

PUB DATE- 29 Apr 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Coping; Females; *Field Dependence Independence; Higher Education; *Personality Traits; *Self Concept; *Sex Role; Stress Management

This study examined whether the personality characteristics associated with sex-role self-concept and field dependency might be related to the coping behavior used with everyday hassles by university women. Female college students (N=40) completed the Rod and Frame test, a questionnaire to define subjects' dominant coping behavior, and the short form of the Bem Sex Role Inventory (BSRI). The results revealed no significant relationships between coping styles and sex-role self-concepts or field dependency. There was a significant relationship between sex-role self-concept and field dependency if masculine and androgynous subjects were compared to feminine or undifferentiated subjects. This finding suggests that the BSRI responses regarding sex-role self-concept may be more socially influenced than was previously thought. Also, field independent women may use their sense of autonomy to resist social pressure to conform to expected sex-role self-concepts. The field dependent women, in contrast, may use their reliance on external cues in forming sex-role self-concepts considered at present to be more socially desirable. (Author/NB)

ED 302 782 CG 021 373

Smith, Douglas K.; Mealy, Nathan S.
Changes in School Psychology Practice: A Five Year Update.
PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation; Followup Studies; Intervention; Preschool Children; Preschool Education; *Role Perception; *School Psychologists; *Student Characteristics; *Time Management; *Trend Analysis

In an attempt to assess changes in the practice of school psychology over the past 5 years, practicing school psychologists who responded to the National School Psychology Questionnaire (NSPQ) in 1982 were resurveyed. School psychologists (N=322) provided current demographic information and information on their desired and actual activities. Responses from the present administration of the NSPQ were compared to responses from the 1982 administration. The results revealed that time devoted to assessment decreased since 1982 (52% versus 54%) and time devoted to intervention increased (26% versus 23%), while time in consultation (18%) and research (<1%) remained constant. Consistent with the 1982 results, a decrease in assessment was desired along with increases in intervention, consultation, and research. In 1987, more time was devoted to nonhandicapped students (20% versus 17%) and less time was spent working with preschool students (5% versus 7%). (Author/NB)

ED 302 812 CS 009 460

Zill, Nicholas; Winglee, Marianne
Who Reads Literature? Survey Data on the Reading of Fiction, Poetry, and Drama by U.S. Adults during the 1980s.
Child Trends, Inc., Washington, DC.

SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Jun 88
NOTE- 92p.
CONTRACT- C86-193
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Drama; Fiction; Interest Research; National Surveys; Poetry; *Reading Habits; *Reading Interests; Reading Material Selection; *Recreational Reading
IDENTIFIERS- Book Sales

This survey drew on a variety of national surveys and book industry publication and sales statistics to examine the number and kinds of people reading fiction, poetry, and drama. The survey used data from three different national surveys of readers conducted in the mid-1980s and including over 30,000 subjects to conclude that while literature reading has declined among young adults in the 1970s and 1980s, there is still much recreational reading going on in this country. The survey found that overrepresented population groups of recreational readers include women, the college-educated, whites, the more affluent, and the middle-aged. Underrepresented groups include men, those with less than a high school education, Blacks and Hispanics, those with low incomes, and the elderly. The survey used data from the publishing industry to find that the bulk of literature read by Americans consists of popular, genre fiction, that fewer than 25% of the people read quality literature, and that about 10% read the works of serious contemporary authors. The final section of the survey discusses possible reasons why the reading of literature is not more widespread and offers suggestions as to how research findings might be used to promote works of high-quality literature more effectively. Twenty tables of data and 68 notes are attached. (RS)

Anthony, Helene M.; And Others

Reading Comprehension Research: A Selected Review. Technical Report No. 448.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 30p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basal Reading; Elementary Secondary Education; Metacognition; Reader Text Relationship; *Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Research; Social Influences; *Teaching Methods; Vocabulary Skills

This research review is an examination of representative studies on the nature of the reading process and of various instructional methods in reading deemed to be of interest to classroom teachers of reading. The review provides both a theoretical perspective and related empirical evidence to guide instructional practice and discusses the ways in which readers, text, and context interest and influence children's comprehension of text. The review begins with a brief historical overview of reading research, which provides a framework for discussing studies related to the characteristics of readers, text, and the social context. One figure is included, and 144 references are appended. (Author/MS)

ED 302 842 CS 009 495

Wolf, Kenneth Paul; And Others
Designing Portfolios for the Assessment of Elementary Literacy
Teaching: Work-in-Progress.
PUB DATE- 2 Dec 88
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *Documentation; Elementary Education; *Language Arts; Literacy; *Performance Factors; *Portfolios (Background Materials); Student Evaluation; Teacher Certification; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- Stanford University CA

This paper describes the Teacher Assessment Project at Stanford University, which is currently examining the use of performance-based methods for assessing teachers' competence. The research outlined in this work-in-progress explores the feasibility of documenting teaching through the use of portfolios. The paper identifies three scenarios--integrated language instruction, assessment of students, and creating a literate environment--that represent diverse, but critical tasks in the teaching of elementary literacy. The paper identifies the assumptions underlying the three scenarios and discusses how these assumptions have shaped the development of these works-in-progress. The paper suggests that these three cases-in-point in the teaching of elementary literacy offer a promising opportunity to explore to what extent documentation can reveal how teachers actually teach in their classrooms. (Three figures are included, and 14 references are appended.) (MS)

ED 302 978 EC 211 865

Swan, William W.; And Others
The Georgia Psychoeducational Network Research Consortium. Final Report.

Georgia State Dept. of Education, Atlanta.; Georgia Univ., Athens. Dept. of Educational Administration.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Research Projects Branch.
PUB DATE- 31 Mar 87
NOTE- 75p.; State support was provided by the Georgia Psychoeducational Program Network and Program for Exceptional Children.
GRANT- G008530255
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; Cost Effectiveness; *Delivery Systems; Educational Background; Elementary Secondary Education; *Emotional Disturbances; Incidence; Personnel Data; *Program Evaluation; Questionnaires; *Student Characteristics; Student Placement

This final report describes a one-year research project on the characteristics of seriously emotionally disturbed (SED) and severely behaviorally disordered (SBD) students served by the Georgia Psychoeducational Program Network during 1984-1985 (n=5,008) and 1985-1986 (n=4,226), as well as characteristics of the 24 programs which served them. Questionnaire data indicated that a student in the program was more likely to be male than female, lived with either one or two parents, and was 9 years old or younger and in the third grade or below at program entry. Students were most likely to be referred from a public school special education class and returned to the same type of placement when exiting the program. A second, in-depth questionnaire focused on characteristics of 344 randomly selected students. Data on the educational background and professional experience of classroom, clinical, and administrative personnel were also collected and reported. A cost study examined Network funding sources, determined the cost per student served, and calculated alternative treatment costs, concluding that Network services were provided at less than one-sixth the cost of alternative service delivery models. Recommendations for further research conclude the report. (JW)

ED 302 992 EC 211 879

Interagency Vendorization: Expanding Supported Employment Services.

Fourth Revision.

Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.; Virginia State Dept. of Mental Health, Richmond. Mental Retardation and Substance Abuse Services.; Virginia State Dept. of Rehabilitation Services, Richmond.
PUB DATE- Mar 88
NOTE- 94p.
AVAILABLE FROM- Virginia Commonwealth University, Rehabilitation Research and Training Center, 1314 West Main, VCU Box 2011, Richmond, VA 23284-2011 ($10.00 each includes postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; *Contracts; *Disabilities; *Employment Programs; *Financial Support; Fund Raising; Models; *Program Budgeting; Program Costs; *Program Proposals; Vocational Rehabilitation
IDENTIFIERS- *Supported Work Programs

This manual outlines a model for proposals to fund time-limited and ongoing employment services under a program of supported employment for individuals with disabilities. Key components of the model are an emphasis on interagency collaboration, attention to local agencies and the local environment, and adherence to accepted finance and budget methods. Definitions of supported and time-limited services are provided. Two recommended alternative funding methods are described: (1) contracts for supported employment services among and between agencies for groups of consumers, and (2) authorizations of service for individual consumers by rehabilitation and case managers, based on an appropriate unit of service rate. Existing supported-employment models are briefly described. A prototype contract is presented for funding time-limited and ongoing support services within an existing service system, emphasizing recommended funding methods, annual service costs, estimated agency ratio of support, and costs of a follow-along component. Appendices present a budget analysis and unit rate computations, a sample vendor contract, samples of forms to be provided to rehabilitation counselors and case managers, and an article titled "Planning for Change: Interagency Initiatives for Supported Employment" by Mark Hill et al. (JDD)

ED 303 035 FL 017 751

Daems, Fr.
Requirements for the Use of Courseware in Mother Tongue Education.

PUB DATE- Aug 87
NOTE- 13p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Curriculum Design; *Dutch; Educational Objectives; Educational Strategies; Elementary Secondary Education; Foreign Countries; Higher Education; Learning Processes; *Media Selection; Microcomputers; *Native Language Instruction; Student Motivation; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Belgium

The use of microcomputers and courseware for native language instruction is discussed. Five dimensions of instruction that are helpful in evaluating microcomputer use are examined: (1) student motivation; (2) educational objectives; (3) the appropriateness of the computer and related software as instructional tools; (4) the learning model underlying the instructional approach; and (5) the extent to which computer use is integrated into the native language curriculum. Observations are made based on experience in teaching Dutch as a native language in Belgium. (Author/MSE)

ED 302 724 CE 051 793

Willis, Jim; Jensen, Marty
A Technical Education Program in Partnership with Business and Industry through a Metropolitan Chamber of Commerce.
PUB DATE- Dec 88
NOTE- 22p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Community Colleges; *Cooperative Programs; Educational Needs; Education Work Relationship; *Institutional Cooperation; *Job Training; Productivity; *School Business Relationship; Staff Development; Supervisory Training; Technical Education; Two Year Colleges; Vocational Schools
IDENTIFIERS- *Chambers of Commerce; *Tennessee

The Memphis Area Chamber of Commerce and State Technical Institute (STI) at Memphis (Tennessee) developed a cooperative program to meet the educational needs of the community. A jointly staffed College/Chamber office was created in May 1986 to staff the education department of the Chamber, to assist the economic development department with education and training information for business prospects, and to act as a resource for the business community. At the same time, the Chamber and STI created a supervisory institute to provide classes on management and supervision for area employees. The institute has been highly successful, with all classes filled. In October 1986, a Technical Scholarship Program was begun as a joint venture of STI and the Chamber. In June 1987, an Education and Training Council was formed to bring business, education, and community organizations together to discuss how the business community could become involved in addressing educational issues. Finally, a Quality-Productivity Center was established at the Chamber, again staffed with STI employees. The Chamber and STI work together in the marketing and dissemination of literature for the center, as well as for the supervisory institute and Technical Scholarship Program. The partnership has been beneficial for both STI and the business community, and more efforts are likely. (KC)

ED 302 797 CG 021 388

O'Hara, Bruce
Dead Heros: Surviving the Male Myth.
PUB DATE- Jan 88
NOTE- 6p.; Paper presented at the Annual Meeting of the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Development; *Emotional Response; Foreign Countries; Interpersonal Competence; *Males; *Mythology; Role Perception; Sex Role
IDENTIFIERS- Canada; *Heroes

North American men die about 10 years younger than their female counterparts. This difference is not based on biological differences but on behavioral differences. Men are taught not to take care of themselves and to deaden themselves emotionally. Men are incurable romantics. They are addicted to the hero myth which is a wonderful inspiring, uplifting fantasy. Heroes can't die if they are pure of heart, are tough, ignore limits, and struggle without recognition for a long time until they find the holy grail. One part of the hero myth that deserves particular attention is the idea that heroes are supposed to be tough, ignore fatigue, grit their teeth against the pain, steel themselves against cowardice, and rise above despair and doubt. Real men are supposed to suppress negative emotions through sheer force of will. This suppression of feelings leads to loss of inner wisdom, connectedness, and self-protection warnings; use of alcohol, nicotine, and over-eating; and suppression of positive feelings. Men can consciously break free by following these 10 steps: (1) not following the crowd; (2) letting go of being a hero; (3) getting physical exercise; (4) working less; (5) living more with less; (6) seeking balance; (7) creating safe spaces; (8) tracking blocking of feelings; (9) nurturing others and themselves; and (10) valuing resilience over toughness. (ABL)

ED 302 873 EA 020 379

Hanson, E. Mark
Decentralization and Regionalization in Educational Administration: Comparisons of Venezuela, Colombia and Spain.
PUB DATE- 89
NOTE- 37p.; Uneven type quality may affect legibility. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; *Cooperation; *Decentralization; *Democracy; *Developing Nations; *Educational Change; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- *Colombia; Regionalism; Spain; *Venezuela

A nation's transition from dictatorship to democracy generally involves institutional reform attempts with new priorities serving a wider range of people and goals. This study describes and compares the goals, means, and outcomes of administrative reforms in the public educational systems of three Hispanic nations (Venezuela, Colombia, and Spain). All three countries executed decentralization and regionalization reform strategies with common characteristics that either facilitated or detracted from the proposed changes. A field research methodology was used to gather data from classroom teachers and ministers of education. A decade after decentralization efforts began, Spain and Colombia had demonstrated considerable success toward achieving their goals, while Venezuela had not. There are eight principal reasons for this situation related to (1) differences in collaboration methods; (2) political party politics; (3) incremental approaches; (4) government continuity; (5) costs; (6) budget control; (7) regional boundaries; and (8) formalization of educational organization and management structures. Spain and Colombia's practice of decentralizing in stages allowed more experimentation leeway than Venezuela's "all at once" strategy, which proved difficult to integrate. Included are 44 references in Spanish and English. (MLH)

ED 302 874 EA 020 390

ED 302 887 EA 020 532

Price, Janet R.; And Others
The Rights of Students. The basic ACLU Guide to Student's Rights. Third Edition. An American Civil Liberties Handbook.
American Civil Liberties Union, Washington, DC.
REPORT NO.- ISBN-0-8093-1423-1
PUB DATE- 88
NOTE- 197p.
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697 ($6.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Freedom; Activism; *Civil Liberties; Civil Rights; Corporal Punishment; Court Litigation; Discipline Policy; Dress Codes; Due Process; Elementary Secondary Education; Equal Protection; Freedom of Speech; Handicap Discrimination; *Legal Responsibility; Married Students; *School Law; Search and Seizure; Student Records; *Student Rights; *Student School Relationship
IDENTIFIERS- American Civil Liberties Union; Goss v Lopez; Tinker v Des Moines Independent School District

This book, addressed directly to students, defines the scope of school officials' power to regulate students' lives and these officials' responsibilities to provide services and protection to students. The chapters outline the law in specific areas, but they all reflect a common theme: school officials can make and enforce only reasonable rules of behavior that are directly related to the students' education. Information is accordingly provided, through a question-and-answer format, on the following topics: (1) the right to a free public education; (2) First Amendment rights; (3) personal appearance; (4) discipline and due process; (5) law enforcement and searches; (6) corporal punishment; (7) tracking and competency testing; (8) students with handicapping conditions; (9) sex discrimination; (10) marriage, pregnancy, and parenthood; (11) school records; (12) grades and diplomas; and (13) private schools. Appended are instructions on how to use this book and proceedings from two prominent Supreme Court cases, "Tinker v. Des Moines Independent Community School District" and "Goss v. Lopez." A bibliography is included. (TE)

ED 302 949 EA 020 648

Chand, Krishan
Effectiveness, Productivity, and Excellence in American Schools.

PUB DATE- Feb 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Qualifications; *Administrator Selection; Certification; *Change Strategies; Educational Change; *Educational Improvement; Efficiency; Elementary Secondary Education; *Excellence in Education; Job Satisfaction; *Productivity; *Superintendents

This paper argues that excellence in American education requires increased superintendent effectiveness and productivity. It provides examples of inadequate educational outcomes and lists recommendations for improvement. These recommendations include more effective superintendent selection procedures, better superintendent working conditions, greater superintendent job satisfaction, and national certification. (JAM)

ED 302 636 CE 051 562

Planning and Managing Personal Finances.

Ohio State Univ., Columbus. Instructional Materials Lab.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

PUB DATE- 88

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basic Business Education; Behavioral Objectives; *Budgeting; Career Education; *Credit (Finance); Curriculum Guides; Goal Orientation; Learning Activities; *Money Management; Recordkeeping; Secondary Education; Vocational Education

This short course is designed to provide the student with specific techniques for developing a personal financial plan. The course outlines five 40-minute sessions, each including objectives, appropriate exercises, student worksheets, and transparency masters. Unit titles are: Getting Organized--What Records Are Needed; Setting Goals--From Dreams to Reality; Borrowing and Credit--How Far to Go; Budgeting--A Blueprint for Success; and Protecting Your Finances--How to Gain Assistance. A pretest and a posttest are provided. Additional materials for the instructor wishing to expand or adjust the program are provided in the appendixes. A bibliography is found at the end of the materials. (YLB)

ED 302 651 CE 051 623

Implementation Guide...for Performance-Based Teacher Education & Competency-Based Staff Development. Second Edition. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-249-X
PUB DATE- 88
NOTE- 88p.; For other modules in this series, see ED 296 135-141 and CE 051 621-622 and CE 051 711.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; College Programs; *Competency Based Teacher Education; Educational Facilities; *Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; Postsecondary Education; Program Administration; *Program Content; Program Costs; *Program Development; Program Evaluation;

*Program Implementation; Recordkeeping; Records (Forms); Secondary Education; Staff Development

This guide is intended to assist individuals (including deans, department heads, project directors, supervisors of inservice education, and directors of professional development) who are responsible for organizing and/or administering performance-based instructor training programs. The concept of performance-based teacher education/competency-based staff development (PBTE/CBSD) is examined in the first chapter. Chapter II covers the following aspects of changing to PBTE/CBSD: implementation barriers, the basis for changes, the change process, instructional materials, facilities (the resource center), and program costs. The following aspects of college and university PBTE programs are discussed in Chapter III: selection of competencies; implementation patterns; program staffing; grades, credits, and recordkeeping; and teacher certification. Chapter IV, which is devoted to institutional CBSD programs, covers the following topics: selection of competencies, provision for career ladders, participant motivation, university/institution collaboration, and program management. An appendix includes descriptions of eight PBTE/CBSD programs from around the country. (MN)

ED 302 693 CE 051 719

Corrections Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87
NOTE- 130p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Correctional Rehabilitation; Criterion Referenced Tests; Employment Practices; Entry Workers; Evaluation Criteria; *Occupational Tests; *Personnel Selection; Postsecondary Education; Predictive Validity; Predictor Variables; Research Methodology; Sample Size; Sampling; State Standards; *Statewide Planning; Test Construction; Testing; *Test Validity
IDENTIFIERS- *California; *Correctional Officers

In response to a mandate from the California State Legislature, the California Board of Corrections conducted a three-phase research study in preparation for the revision and standardization of the current state standards for hiring and training corrections personnel. The primary focus of the second phase of the project was on the development and validation of entry-level selection procedures for these positions. This set of technical reports deals with the process of developing and validating the criteria on which the selection procedures developed were based. The validation report covers the following topics: the project goals and the research strategies used to achieve them; the principal results of the job analysis; the predictor and criterion development processes; data collection procedures used; the criterion, predictor, and validity and fairness analyses used in developing the selection battery; and recommendations pertaining to administering and scoring the test. The technical adequacy report discusses the validity of the testing program in view of the fact that, although the original project plans called for testing a minimum of 500 probation officers, the final validation sample ranged from 250 to 339 officers depending on the analysis being conducted. (YLB)

ED 302 709 CE 051 741

Probation Officer Cutoff Score Report. Standards and Training for Corrections Program.
California State Board of Corrections, Sacramento.
PUB DATE- 87
NOTE- 14p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Correctional Rehabilitation; *Cutting Scores; *Occupational Tests; Personnel Selection; Postsecondary Education; *Probation Officers; Statewide Planning; *Test Interpretation; Test Reliability; Test Validity
IDENTIFIERS- *California

This report is intended to assist those agencies considering using California's Probation Officer Examination as a tool for selecting personnel. It is intended to provide agencies with guidance in setting test cutoff scores rather than an exhaustive discussion of all of the factors that must be considered before setting cutoff scores for actual operational use. The following topics are discussed: the nature and purpose of cutoff scores in general, facts about the development of the Probation Officer Examination that must be considered when selecting a cutoff score for it, factors that influence and are influenced by the choice of a cutoff score, and the recommended method for setting cutoff scores and using the Probation Officer Examination to augment entry-level selection decisions. (MN)

CG

ED 302 738 CG 021 326

Homeless Mentally Ill: Problems and Options in Estimating Numbers and Trends. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

REPORT NO.- GAO/PEMD-88-24
PUB DATE- Aug 88
NOTE- 123p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99 copies, $2.00 each; 25¢ discount on 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Surveys; *Data Collection; *Estimation (Mathematics); *Homeless People; *Mental Disorders; National Surveys; *Population Trends; *Research Methodology; State Surveys; Surveys

In response to a request by the United States Senate Committee on Labor and Human Resources, the General Accounting Office (GAO) examined the methodological soundness of current population estimates of the number of homeless chronically mentally ill persons, and proposed several options for estimating the size of this population. The GAO reviewed 27 estimates of the number of homeless persons that were published between 1975 and 1987 and that presented information about the estimation methods used. Three reports were national, 4 were state, and 20 were local. Nine reports had information on mental illness among the homeless. Only 10 reports were considered technically sound. Nine of these were survey- or census-based; one was utilization-based. The results of the review revealed no sound national estimates of the number of homeless persons who are chronically mentally ill or of trends over time. Some local estimates, however, contained relatively sound estimates on both homeless persons and those who were chronically mentally ill. Rates of homelessness were affected by the type of method used and the technical quality of the study. Estimates of prevalence of mental illness among the homeless were affected by method choice. GAO identified several options for obtaining better assessments. This report describes the GAO study in detail and includes 12 appendices, a glossary of terms, bibliography, 12 tables, and 3 figures. (NB)

ED 302 753 CG 021 341

York, Kenneth M.; And Others
Relationships between Organizational Climate, Job Satisfaction and Stress-Related Illnesses.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (60th, Chicago, IL, April 28-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Diseases; *Employee Attitudes; Higher Education; *Job Satisfaction; *Organizational Climate; *Stress Variables; *Work Attitudes; Work Environment

This study measured the relationship between job satisfaction and organizational climate on a heterogeneous sample, and the reported incidence of stress-related illnesses as a moderator of the climate-job satisfaction relationship. Subjects were 70 full-time employees who completed a four-part questionnaire consisting of the Litwin and Stringer Organizational Climate Questionnaire, the Job Descriptive Index, a 20-item stress symptom measure, and demographic information. The results showed that certain facets of job satisfaction and certain dimensions of organizational climate were correlated, but that the two constructs were not redundant. No evidence was found for a relationship between stress and worker perceptions of organizational climate. There was a significant relationship between some facets of job satisfaction and stress.

The results suggest that it is not the organizational climate that creates a stressful environment, but the work itself and the people around the worker that lead to perceptions of the workplace as stressful. (NB)

ED 302 858 CS 506 503

Watson, Arden K.; And Others

Relationships among Communication Apprehension, Reading Achievement, Teacher-Perceived Communication Apprehension, and Intelligence.

PUB DATE- May 89

NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 4-7, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication Apprehension; Communication Research; Elementary Education; *Elementary School Students; *Intelligence; Intelligence Quotient; *Reading Achievement; Teacher Student Relationship

A study examined relationships among communication apprehension in elementary students, teacher perception of student communication apprehension, intelligence, and reading achievement. Subjects, 244 public elementary school students aged 7-12 in grades 2-6, completed a battery of tests measuring communication apprehension, teacher perception of communication apprehension, reading achievement, and intelligence. Results only tentatively supported the assumption that teachers can and do perceive communication apprehension among children, and did not indicate a significant relationship between communication apprehension and reading achievement or intelligence. (Two tables of data are included, and

29 references are attached.) (SR)

ED 302 904 EA 020 571

GAO's Study of Overseas Department of Defense Dependents' Schools. Testimony: Statement of William J. Gainer, Associate Director, Human Resources Division before the Subcommittee on Military Personnel and Compensation Committee on Armed Services, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO-T-HRD-89-1
PUB DATE- 5 Oct 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Curriculum Evaluation; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Government Publications; *Government Role; Overseas Employment; *Program Evaluation; Public Schools; Summative Evaluation; *Teacher Evaluation
IDENTIFIERS- *Dependents Schools; Philippines

This report summarizes the 1988 study of Overseas Department of Defense Dependents' (DODD) Schools. The study assessed the quality of education, organizational structure, drug and alcohol abuse prevention programs, and teacher evaluation systems by sampling 10 schools located in the Philippines and by interviewing concerned administrators in the the schools' main district office and DODD School headquarters. The investigators noted that teachers are certified and evaluated as required, and that drug and alcohol abuse programs are being implemented as scheduled. On the other hand, one in seven graduating students do not meet minimum graduation requisites, teacher qualification files are often incomplete, and system responses to parental concerns have been inadequate. (JAM)

ED 302 920 EA 020 601

Young, Michael
Curriculum and Democracy: Lessons from a Critique of the "New Sociology of Education." Occasional Paper No. 5.
London Univ. (England). Centre for Vocational Studies.
REPORT NO.- ISBN-0-85473-305-1
PUB DATE- Jun 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; *Curriculum; Curriculum Development; Democracy; Educational Change; *Educational Sociology; Elementary Secondary Education; Equal Education; Foreign Countries; *Political Influences; *Politics of Education; Social Characteristics; Social Theories; Teacher Education Programs; Teacher Educators
IDENTIFIERS- *United Kingdom

The topic of this paper is the "new sociology of education" (NSOE) and its origins in the early 1970's. One aim of this paper is to argue that the regressive return to a rigid and ahistorical academic curriculum is not the only alternative. A second theme is the suggestion that the NSOE took a highly unreflective view of the role of academic subjects in educational studies. The paper argues that academic work in education is inescapably involved in the wider movements and forces for social change and therefore there is no escape from a clearer and more explicit sense of its political purposes. Three aspects of the NSOE are discussed: (1) its relation to the questions of educational inequalities; (2) its prioritizing of curriculum as a topic for the NSOE; and (3) its emphasis on teachers and teacher educators as agents of progressive change. The focus of the NSOE on the school curriculum is also considered. The final section is a sketch of the implications of the arguments offered as they relate to the different circumstances found in the United Kingdom. Appended are 34 references. (SI)

ED 302 935 EA 020 621

Daresh, John C.
Status of Planned Learning Experiences for Educational Administrators.
PUB DATE- Nov 88
NOTE- 12p.; Keynote speech given at the Annual Meeting for Eastern Canadian school administrators sponsored by the Ontario Institute for Studies in Education (Toronto, Ontario, November 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Educational Trends; Elementary Secondary Education; Equal Opportunities (Jobs); Inservice Education; Instructional Leadership; Internship Programs; *Management Development; Participative Decision Making; Practicum Supervision; *Professional Development; School Support; Sex Fairness; Student Behavior

This keynote talk addresses future trends in educational administration and reviews the ways in which attention to professional development for school administrators can help people to become better prepared for the challenges of today and tomorrow. Future trends include (1) a growing awareness of the importance of instructional leadership; (2) greater focus on the roots, rather than the symptoms, of behavioral disorders; (3) continuing concerns about financial support; (4) pressure to include more women and minorities in educational administration; and (5) participative school management. In the following discussion of professional development, the term "Planned Learning Experience" is first defined as any activity that provides a practicing administrator with knowledge or skills, or that changes attitudes, and is deliberately planned and presented as a learning event. The general range of learning experiences is described. Basic purposes and assumptions that have been the foundation of most current approaches to planned learning for school administrators are then discussed, along with evidence for the effectiveness of various models and approaches. (TE)

ED 302 965   EC 211 852

Garland, Corrine W.; Linder, Toni W.
Administrative Challenges in Early Intervention.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 25p.; In: Jordan, June, Ed. And Others; Early Childhood Special Education: Birth to Three; see EC 211 851.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; *Administrator Responsibility; Cooperative Programs; Coordination; *Delivery Systems; *Disabilities; Family Involvement; Infants; Interdisciplinary Approach; Interprofessional Relationship; Models; *Planning; Preschool Education; *Program Design; Teamwork; Toddlers
IDENTIFIERS- *Early Intervention; Networking

Part of a volume which explores current issues in service delivery to infants and toddlers (birth to age 3) with handicapping conditions, this chapter addresses the nature and challenges of effective administrative leadership of early intervention programs. Basic administrative tasks are identified, such as: building an early intervention team, creating an environment which supports families as members of the team, setting collaborative goals, and communicating goals to those who can effect their accomplishment. Elements of four administrative models (technical, human relations, political, and symbolic) are used as the basis for a multiple-model approach. Aspects of team building discussed in detail include extending team membership to families, multiagency representation on the team, interagency networking, creating a climate that supports change, systematic evaluation strategies, choosing team members, building professional skills, staff development, scheduling, family participation, goal setting, and communicating to a wider external audience. A checklist to determine readiness for team building, a team effectiveness rating scale, and a sample interview format for potential staff are included. (JW)

ED 303 006 EC 211 894

Affleck, James Q.; And Others
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Final Report.
Highline Public Schools, Seattle, Wash.; Washington Univ., Seattle. Dept. of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 102p.; For related document, see EC 211 893.
GRANT- G008430120
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Education Work Relationship; High Schools; Interpersonal Competence; Job Search Methods; *Mild Disabilities; Money Management; Placement; *Program Development; Program Evaluation; School Business Relationship; *Transitional Programs; Work Experience Programs

The final report describes The Realistic Transition Project, a 3-year project designed to help mildly handicapped 17 to 21-year-olds in the transition from school to competitive employment. Social skills necessary for seeking and maintaining employment and money management skills were two important curriculum components. Specific objectives and their degree of achievement are listed and discussed for each of the following goals: design service delivery model to improve the transition of mildly handicapped students from school to work/independent living; field test the transitional model; and replicate the model and disseminate results. Separate chapters deal with the following program aspects: characteristics of population and environment, evaluation, dissemination activities, replication, and products developed. Conclusions are drawn in terms of generic service delivery; impact on agencies, state, and community; impact on young people with disabilities; major and minor breakthroughs, and successful aspects of the program. Suggested improvements include greater variety of curriculum materials and more community support services. Most of the document consists of appendixes including: attendance data, tables of placement and outcome data, brochures and letters, newsletter and newspaper articles about the program, results of the replication effort, examples of the follow-up survey, and the text of the manual for best practices and procedures developed by the project. (DB)

ED 302 665 CE 051 652

Technology: A National Imperative.
International Technology Education Association, Reston, VA.
SPONS. AGENCY- Technical Foundation of America, Lansing, IL.
PUB DATE- 88
NOTE- 30p.
AVAILABLE FROM- Publications Department, International Technology Education Association, 1914 Association Drive, Reston, VA 22091 ($8.00 members; $10.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum Development; Educational Attitudes;

*Educational Innovation; Educational Needs; Employment Projections; *Futures (of Society); *Industrial Arts; Mathematics Instruction; Postsecondary Education; Program Improvement; Science Instruction; Secondary Education; *Technical Education; *Technological Advancement; Vocational Education

Many changes will occur in the United States in the next decade, often occasioned by new technology. Most new jobs will be highly technical and require technical education. At the same time, however, fewer workers with the required skills may be available as the U.S. work force becomes increasingly older, more female, and more disadvantaged. Technology has been described as the application of mathematics and science for specific purposes--to make life better. It also has been described as the use of knowledge, tools, and skills to increase our potential, to solve problems, and to modify the world. Faced with increasing technological change, schools are addressing many aspects of technology through a contemporary subject called "technology education." As part of the school curriculum, technology education teaches students to understand, use, and control technology. The curriculum covers the development of technology and its effect on people, the environment, and society. The increasing sophistication of the technological world has caused educators to address technology in conjunction with the study of mathematics and science. A curriculum has been developed and the parameters of technology education have been set. If parents, teachers, government officials, and corporate executives all play their parts, success in teaching technology education will result in a more educated populace that will provide the United States with the competitive edge necessary to remain as one of the most productive nations in the world. (KC)

ED 302 768 CG 021 357

Keller, Peter A.
Training MA Psychologists for Work in Rural Settings: Issues and Models.
PUB DATE- 16 Aug 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Programs; *Counselor Training; Doctoral Degrees; Masters Degrees; Masters Programs; *Psychological Services; *Psychologists; *Rural Areas; Rural Environment; *Work Environment

Despite the assumptions some have naively made about various stresses and the quality of life associated with rural settings, most who have studied people residing in rural areas would acknowledge the strong need for mental health services. However psychologists, like most other health care professionals prefer the amenities of more metropolitan settings, and rural dwellers have traditionally had less access to psychological services than metropolitan citizens in many parts of the country. Professionals desiring to work in rural settings must obtain realistic expectations about rural life if they are to find satisfaction from their work there. Regrettably, only a handful of programs at any level have expressed interest in preparing psychologists who will be committed to rural settings. Training for work in rural settings must prepare students to become community-oriented generalists, fulfilling four basic roles: (1) individual and interpersonal assessment; (2) community problem assessment; (3) individual and group behavior change; and (4) community change. The status of master's level psychology graduates is currently under assault from within the profession and by legislation and policy that favor doctoral-level psychologists. The profession may be following short-term financial interests rather than asking if rural and other less advantaged clients may be better served by a multilevel profession that assures wide access to psychological services. (ABL)

ED 302 783 CG 021 374

Snodgrass, Sara E.; Muneses, Tricia
Effect of Attitude of Partner on Sex Role Attitudes.
PUB DATE- 14 Aug 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Conformity; Feminism; Higher Education; Self Evaluation (Individuals); *Sex Differences; *Sex Role; *Social Influences; *Student Attitudes; Traditionalism

This study examined whether the expressed attitudes of a male or female companion might influence a woman to report sex-role attitudes more conforming to her companion's attitudes. Forty female college students were paired with a male or female confederate who expressed either sexist attitudes or feminist attitudes. The pairs read and discussed a case study in which a husband was considering compromising his own career to follow his wife's career. The results showed that subjects were more likely to report more conservative sex-role attitudes when paired with a man than when paired with a woman, and were more likely to side with the husband in the case study when paired with a sexist partner. Preliminary results of a follow-up study which included male subjects showed that women reported more feminist attitudes with more feminist partners while men reported more conservative attitudes when paired with more feminist partners. (Author)

ED 302 813 CS 009 461

Essential Learning Outcomes: Communication Arts.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-0-88315-939-2
PUB DATE- 88
NOTE- 70p.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication (Thought Transfer); *Educational Objectives; Elementary Secondary Education; Instructional Program Divisions; *Integrated Curriculum; *Language Arts; *Outcomes of Education; Preschool Education

IDENTIFIERS- New York (New York)

This guide is one of a series designed for teachers, supervisors, and curriculum specialists in communication arts, mathematics, science, and social studies. The series incorporates new topics and concepts from the corresponding New York State Education syllabi, and is intended to give educators a sense of the continuum within a particular subject area, as well as a knowledge of the content and basic skills needed in these disciplines at each grade level. The guide on communication arts has been organized by grade, from prekindergarten through grade 12. The objectives for each grade are divided into two sections, "Listening/Speaking" and "Reading/Writing." Although the outcomes have been divided for ease of understanding, it is expected that they will be achieved through an instructional program which integrates listening, speaking, reading, and writing. (MS)

ED 302 828 CS 009 479

Mason, Jana M.; And Others
Learning To Read in Japan. Technical Report No. 449.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 25p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Educational Objectives; Foreign Countries; Group Activities; Kindergarten; *Oral Reading; Primary Education; *Reading Instruction; Reading Programs; Reading Strategies; Social Development

IDENTIFIERS- *Japan; Japanese Culture; Japanese People

Japanese and American reading programs in kindergarten and the primary grades differ extensively. This is partly because the Japanese written language makes initial learning easier and later learning more difficult. In addition, bolstered by a long history of literacy, Japanese parents provide more uniform support for their children's academic progress than do parents in the United States. From classroom observations and discussions with school principals and teachers about their programs and their instructional goals, it is apparent that Japanese kindergarten programs feature social development and cooperative group activity rather than academic skills. Finally, unlike reading instruction in American classrooms, Japanese primary grade classrooms are organized for whole class reading lessons and are paced slowly to emphasize reading fluency and deep interpretation of text information. (One table is included, and 35 references are appended.) (Author/MS)

ED 302 950 EA 020 650

Bauch, Patricia A.
Family Choice and Parental Involvement in Inner-City Catholic High Schools: An Exploration of Psycho-Social and Organizational Factors.
PUB DATE- Apr 87
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; Economically Disadvantaged; Family Characteristics; High Risk Students; High Schools; *Inner City; Parent Background; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Conferences; *Participative Decision Making; *School Choice; School Involvement; Urban Schools

In this study, the degree of parent involvement--as measured by the amount of their participation in school-related activities, communication with teachers, and school decision-making--is examined for 1,070 parents whose at-risk children attend five innercity Catholic high schools. The variables of parents' education, religion, marital status, and reasons for school choice were associated with their degree of involvement. This research provides insights into how family choice and parental involvement mechanisms operate for "at-risk" youth in innercity Catholic high schools. While parent characteristics, especially level of education, influence parent communication with teachers, the willingness of school administrators to permit and encourage parental input in decision-making processes appears to strengthen parent involvement. Tables and a list of references are provided. (JAM)

ED 303 021 EC 212 113

Empson, Judith V.; And Others
An Impact Evaluation of the Resource Access Projects, 1986-1987.
Littlejohn (Roy) Associates, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Jun 88
NOTE- 198p.; For earlier versions of this document, see ED 189 799, ED 250 069, ED 250 077, and EC 211 212.
CONTRACT- HHS-105-86-1519
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Delivery Systems; *Disabilities; Inservice Education; *Mainstreaming; Management Information Systems; Preschool Education; Program Costs; Program Evaluation; Regional Programs; Technical Assistance
IDENTIFIERS- Education of the Handicapped Act Amendments 1986; *Project Head Start

The report provides evaluation data (1986-87) for the Resource Access Project (RAP) network, a system to facilitate the delivery of handicap services in Head Start programs. The introduction provides background information on the network and summarizes changes in the network during this program year. Changes include budgetary cuts due to the Gramm-Rudman-Hollings amendments and new requirements of Public Law 99-457 (Education of the Handicapped Act Amendments, 1986), Part H, providing services for handicapped infants and toddlers. The second section examines the RAP budget including the funding history of the RAP network and an analysis of the 1986-1987 budget. Results of the Head Start Telephone Survey are reported in terms of overall Network performance. In the next section activities are detailed for each of the five priority tasks of the 11 regional RAPs for this time period: (1) Provide support, services, and materials; (2) Provide training to Head Start staff; (3) Facilitate collaboration; (4) Actively participate in RAP Task Forces; (5) Maintain the computerized management information system. The fifth section lists materials RAPs plan to develop in the upcoming year. The final section summarizes findings and provides recommendations. Appendixes provide profiles of each of the 11 RAPs (including background, location, regional situation, operations, mainstreaming training conferences, short-term conference evaluation, resource providers, management information system, and telephone survey results); and summaries of impressions of the state education agencies working with each of the RAPs. (DB)

ED 303 036 FL 017 759

Sivell, John N.
A Word-Processed Student Newspaper: Why?--How?--So What?

PUB DATE- Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Class Activities; Computer Oriented Programs; Elementary Secondary Education; *English (Second Language); Higher Education; *School Newspapers; Second Language Instruction; Student Interests; Student Participation; *Student Publications; *Word Processing
IDENTIFIERS- *Desktop Publishing

A newspaper produced by students of English as a second language (ESL) is an old idea rarely put into practice. However, word processing and simple desktop publishing technology can help realize several often elusive goals of ESL: creation of an authentic information vehicle providing contact with a genuine audience (other students); involvement of writers at different ability levels; flexible integration of different kinds of work, prepared at variable rates and in any order; and production of a written document truly reflecting the interests and identities of its student authors. Such a project requires careful assessment of and adherence to specific communicative criteria. In addition, newspapers can work only with considerable cooperation among students and the teacher. These more personal elements are as important as the technology. The potential difficulties must be addressed realistically for the effort to be successful. (Author/MSE)

ED 302 679 CE 051 683

Delker, Paul V.; Yakowicz, William J.
Toward the Vision of a Literate Society. Background Paper Prepared for Project on Adult Literacy.

Southport Inst. for Policy Analysis, Inc., CT.
PUB DATE- Dec 88
NOTE- 51p.; For related documents, see CE 051 679-686.
AVAILABLE FROM- The Project on Adult Literacy, Suite 415, 440 First Street, N.W., Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Educational Change; *Educational Needs; Educational Objectives; Educational Policy; Federal Legislation; *Literacy Education; *Program Development

Estimates of the true extent of illiteracy among the United States's adult population vary widely. The Department of Education has estimated that there are 23 million illiterate Americans and an additional 46 million American who function only marginally in an increasingly technological society. Federal support for adult literacy began in 1965 when funds for adult basic education (ABE) began filtering to state education departments under the Economic Opportunity Act of 1964. During ABE's first decade there was some success in establishing broadly available programs giving adults greater access to literacy and basic education assistance. Nevertheless, as of 1975, literacy programs were only reaching a small fraction of those who needed them. Since 1975, significant developments have occurred and funding has increased substantially. Beginning in 1983, the literacy initiative, while not providing any additional fiscal support, attempted to extend literacy services through awareness campaigns, the use of volunteer tutors, and privately funded support. Although substantial progress has been made, many problems remain. Adult literacy has often been supported as a means of achieving other economic and social development policies. Although this is both appropriate and commendable, policymakers must not lose sight of adult literacy and learning as ends in themselves. (MN)

ED 302 843 CS 009 496

Friedman, Lawrence B.

Can Prior Knowledge Hurt Text Comprehension? An Answer Borrowed from Plato, Aristotle, and Descartes.

PUB DATE- Nov 88
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; *Epistemology; *Prior Learning; *Reading Comprehension

IDENTIFIERS- Aristotle; Descartes (Rene); Expository Text; Knowledge Acquisition; Plato of Athens; Propositional Analysis

Taking a philosophical approach based on what Plato, Aristotle, and Descartes said about knowledge, this paper addresses some of the murkiness in the conceptual space surrounding the issue of whether prior knowledge does or does not facilitate text comprehension. Specifically, the paper first develops a non-exhaustive typology of cases in which prior knowledge might not facilitate text comprehension. The paper then examines whether any of a subset of the cases, those in which prior knowledge hurts text comprehension, are really possibilities. The subset examined consists of 12 case-types in which the use of propositional knowledge in the comprehension process hurts propositional outcomes. (MS)

ED 302 979   EC 211 866

Hedge, Russell E.; Johnson, Willard L.
Training Parents of Developmentally Delayed Children in Rural Areas.
PUB DATE- 88

NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Services; Cost Effectiveness; *Delivery Systems; *Developmental Disabilities; History; Infants; *Parent Education; Parenting Skills; Preschool Education; *Program Effectiveness; Respite Care; *Rural Environment; Rural Family; Young Children
IDENTIFIERS- *Early Intervention; Education of the Handicapped Act Amendments 1986

The report describes the program philosophy and accomplishments over the past decade of the Infant and Early Childhood Intervention Program (IECIP) of the Kansas University Affiliated Program (KUAP) at Parsons, Kansas, which has focused solely on delivering information and training to parents of developmentally delayed children. Topics discussed include the demographics of rural Southeast Kansas, the history of IECIP, basic premises for working with parents, program approach, practical approaches to parent training, and a description of IECIP services and support programs, including a respite care program. The IECIP program is compared with other programs along such parameters as personnel, services, acceptance criteria, cost per client, frequency and length of visits, and degree of program structure. The report concludes with a position statement which holds that early intervention and special education teachers and therapists who provide direct services to children simply cannot achieve the success that parents themselves can achieve in training developmentally delayed children. Furthermore, the report criticizes the proliferation of traditional, center-based preschools in response to the recent passage of Public Law 99-457, the Education of the Handicapped Act Amendments (1986) noting that the same systems now observed to be failing older developmentally delayed students will soon be implemented for children birth to 3 years of age. (JW)

ED 302 637 CE 051 565

Business/Education Partnerships in South Carolina. Model Projects.
South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.
PUB DATE- 88
NOTE- 41p.; Document contains colored ink and photographs that will not reproduce clearly. For earlier editions, see ED 278 819 and ED 290 898.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Community Support; *Corporate Support; *Educational Finance; Elementary Secondary Education; *School Business Relationship; School Community Relationship; *School Support; State Programs
IDENTIFIERS- *South Carolina

This publication offers descriptions of partnerships that businesses have formed with local schools to provide funds, support, and guidance to South Carolina's elementary and secondary school system. Twenty-one such partnerships are highlighted. The participation of the South Carolina Bar/South Carolina Bar Foundation in school projects under the broad title of Law Related Education is also discussed. The businesses and industries, civic groups, and individuals honored for their contributions by the State Board of Education are also listed. (YLB)

Probation Officer Physical Abilities Report. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87
NOTE- 11p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Correctional Rehabilitation; Delinquent Rehabilitation; Employment Practices; *Employment Qualifications; *Entry Workers; Evaluation Criteria; Job Skills; *Personnel Selection; *Physical Fitness; Postsecondary Education; *Probation Officers; State Standards; State Surveys; Statewide Planning
IDENTIFIERS- *California

A study examined the physical ability requirements for entry-level probation officers in the California. The study, which was undertaken at the request of the California Board of Corrections, had the following objectives: statewide job analysis of the requirements of three entry-level positions in county agencies--corrections officer, probation officer, and juvenile counselor; development of selection standards and validation of entry-level selection procedures for these positions, and development of training standards and curricula for these positions. On-site observations and interviews were conducted with 74 incumbents and 20 supervisors at probation departments in eight agencies representative of the state with respect to geographic location. It was determined that only three tasks performed by probation officers statewide are considered physically demanding. These are arresting probationers who violate the law or conditions of probation, physically restraining individuals, and transporting individuals. Moreover, these tasks were found to represent less than 1 percent of the core tasks of the job of probation officer as a whole. In view of these findings, it was not recommended that the Board of Corrections develop any statewide probation officer selection standards related to physical abilities. (MN)

ED 302 725 CE 051 799

Lavin, Richard J.
Adult Education and Technology Project Report 1987-1988.
Merrimack Education Center, Chelmsford, Mass.

PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Computer Software Reviews; *Computer Uses in Education; Courseware; *Databases; *Educational Technology; Information Technology; Literacy Education; *Technical Assistance
IDENTIFIERS- Massachusetts

A Merrimack Education Center (MEC) project was developed to provide technology consultation, expertise, and advice for capacity building and networking of adult center staff in regional locations in Massachusetts. Two pilot sites were installed to demonstrate the computer/skills center approach of teaching basic skills to adult learners. Six facilitators were established to provide technology assistance to adult educators. A computerized software reviews database was developed as a service to adult educators applying computers in their instructional programs. The software reviews data disk was designed to provide useful information about readily available computer software programs that have potential for use in adult education programs. Related program activities were continued MEC representation on the Adult Literacy and Technology Steering Committee for the Penn State University adult literacy and technology project, work on a partnership project with Digital Equipment Corporation to network and link superintendents through a workstation project, submission of a journal article describing the use of computers as tools in reducing adult literacy, review of MEC's "Computers in Adult Education Planning Guidebook," and dissemination activities through conferences and newsletters. The project made recommendations for consideration by the Massachusetts Department of Education and agencies responsible for adult literacy programs. (YLB)

ED 302 754 CG 021 342

Williams, Rebecca A.; Compas, Bruce E.

Stress and Psychological Symptoms in Single and Dual Parent Families.

PUB DATE- Aug 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Comparative Analysis; *Coping; Fatherless Family; Intermediate Grades; Junior High Schools; Mothers; *Nuclear Family; *One Parent Family; *Stress Variables

Stress, coping, and psychological adjustment were compared in single (N=37) and first-time married (N=179) mothers and their young adolescent children. Adolescents completed their questionnaires in school and parents completed theirs at home. Questionnaires measured adolescent stress, behavior problems, perceived competence, and coping; parental stress, symptoms, and coping; and demographics. The results showed that single mothers reported more daily hassles related to economic, family, and personal health problems, and more symptoms of depression, anxiety, and psychoticism than did married mothers. Single mothers also reported using more coping strategies related to accepting responsibility and positive reappraisal. After controlling for level of family income, differences in family hassles and coping strategies remained significant, but differences in psychological symptoms only approached significance. No differences were found between children in these two family constellations on maternal reports of emotional/behavioral problems nor on children's self-reported emotional/behavioral problems, stressful events, coping, or perceived competence. (Author/NB)

ED 302 798 CG 021 389

Colert, Sherril; Stuebing, Jane
Counselling Farmers Facing Situationally Determined Career Change.
PUB DATE- Jan 88
NOTE- 15p.; Paper presented at the Annual Meeting of the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Change; *Career Counseling; Counseling Objectives; *Counseling Techniques; *Counselor Role; *Farmers; Foreign Countries; *Rural Family; Rural Farm Residents; *Transitional Programs
IDENTIFIERS- Canada

Although in the past farmers have not been a traditional client group for personal and career counselors, the recent financial plight of farm families has resulted in farmers being identified as a special target group by the Canadian government. Programs, such as the Canadian Rural Transition Program (CRTP), have been established to provide assistance to farm people who are involved in situationally determined career change. The CTRP assists farm families in six different ways: (1) transition grants; (2) training assistance; (3) travel and relocation assistance; (4) self-employment grants; (5) career and personal counseling; and (6) wage reimbursement. Benefits derived from career counseling include increased self-esteem for clients; insight for the CRTP staff regarding follow-up action; less personal counseling; and discovery of new career options. In a grief model of change, old boundaries are lost and new boundaries are formed. Ultimately it is the counselor's role to assist the individual in integrating past experiences, interests, abilities, and present resources and translate this information into career options. (ABL)

ED 302 859 CS 506 507

Ediger, Marlow

Intonation, the Student, and the Language Arts.

PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; Elementary Secondary Education; *Intonation; *Language Arts; Oral Language; *Stress (Phonology); Teaching Methods; Written Language
IDENTIFIERS- *Juncture; *Pitch (Language)

Students need teacher guidance to have ample practice in understanding and using the concept of intonation and its inherent parts: (1) stress (placing emphasis); (2) pitch (higher or lower sound); and (3) juncture (pauses). To communicate effectively, students need to utilize stress, pitch, and juncture appropriately in oral and written discourse. A stimulating class environment will provide a variety of learning opportunities. Audio-visual materials may be used to introduce students to the use of stress in written discourse, after which students, working in committees, may practice stressing words differently within a sentence, and discuss how this changes meaning. Finally, students may read aloud to each other, using diverse patterns of stress. The concept of pitch may be introduced by demonstration on musical instruments, and with examples of varying spoken pitches, as in recordings of poets reading their work. Pitch should be emphasized as a tool for communicating ideas and content to others. Juncture emphasizes brief pauses within a word, as well as pauses between words. The teacher may read aloud various sentences without appropriate juncture and discuss with students why these sentences fail to communicate adequately. (Fifteen references are attached.) (SR)

Guernsey, Marsha A.; Peary, Marjorie
Classroom Management: Theory into Practice.
PUB DATE- 86
NOTE- 9p.; Paper presented at the International Conference of the Council for Exceptional Children (New Orleans, LA, March 31-April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Discipline; *Educational Environment; Elementary Secondary Education; *Instructional Improvement; *Teacher Effectiveness

Educators cite classroom management as intrinsic to the learning process. This paper presents a broad picture of classroom management and offers some suggestions for actual classroom implementation. Major findings are highlighted, along with practical techniques for their instructional application. Classroom management is an organizational process dependent on many variables--the teacher's philosophy of education, grade level, student needs, available instructional resources, and administrative support. Effective teaching research indicates that good classroom managers are good teachers who create optimal learning experiences for students, thus decreasing the likelihood of management problems. These teachers set high learning standards, hold students accountable for their own learning, communicate expectations, provide prompt feedback, utilize class time for academic learning, and are well prepared. Organized classroom activity occurs when behavior standards are practiced, reviewed, and enforced, not merely written or discussed. Disciplinary measures, when needed, are carried out swiftly, fairly, and consistently. Perhaps the most important component of classroom management is creating a positive classroom environment that praises appropriate behavior and academic achievement and emphasizes positive interactions. (MLH)

ED 302 888 EA 020 535

McBee, Maridyth M.; Fink, John S.
How One School District Implemented Site-Based School Improvement Planning Teams.
PUB DATE- Jun 88
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Cooperation; *Educational Improvement; *Educational Planning; Elementary Secondary Education; *Parent Participation; *School Based Management; *School Community Relationship
IDENTIFIERS- *Oklahoma City Public Schools

Recent educational literature has stressed the benefits of site-based management and parental involvement in school programs. To capitalize on these benefits, site-based planning teams designed to involve perents, teachers, administrators, students, and community members were developed by the Institute for the Development of Educational Activities and piloted in nine Oklahoma City schools. The plan involved participants in a five-stage school improvement cycle (readiness, planning, training, implementing, and maintaining). During 1986-87, eight local schools began organizing site-based planning teams. To determine how these teams were functioning, two group facilitators at each site were interviewed. At that time, the schools were in various stages of program development. Even though the cycle had not been completed, school improvements, such as better school climate, were already occurring at each site. Also, most schools had increased parental and/or community support. Some implementation difficulties were reported, such as afterschool overtime to carry out group charges, maintaining an active planning team after a principal was changed, and keeping community and business representatives on the teams. However, as benefits seemed to outweigh the costs, continued support for the site-based school improvement planning teams was recommended. Included are one table and seven references. (MLH)

ED 302 905   EA 020 572

Vedder, Richard K.
School Productivity, Class Size, and Choice.
National School Boards Association, Alexandria, VA.
PUB DATE- Dec 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Accountability; *Board of Education Policy; *Class Size; Cost Effectiveness; Educational Finance; Elementary Secondary Education; Open Enrollment; *Outcomes of Education; *Productivity; Public Schools; *School Based Management; *School Choice; School District Spending; School Effectiveness

Although the nation is spending more on its public schools than ever before, American students score poorly on standardized tests in comparison to other countries. Rising spending has had little effect on educational results because of a dramatic decline in labor productivity in public schools. Research on class size indicates that efficient class sizes are the product of many variables. Reductions in class size have the most effect in the primary grades (K-3), especially in regard to pupil behavior and attitude. School board members should review carefully requests for additional instructional staff. Successful solutions to problems of educational delivery must reduce public school monopoly power, encourage accountability, and reward productivity. A choice system gives parents alternatives among schools. Guided by sound policy, a choice plan can serve the goals of cost efficiency and educational quality. Twenty states are exploring some form of public school choice system. Other approaches to productivity reforms include allowing staff to share directly in the financial savings of a decentralized approach to school management. (MLF)

ED 302 993 EC 211 880

Martin, David S.
Improving Cognitive Skills of Hearing-Impaired College Students. Final Report.
Gallaudet Univ., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 15 Aug 87
NOTE- 70p.; A part of the Field-Initiated Research Project.
GRANT- G008530212
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; *Cognitive Processes; College Students; *Deafness; *Hearing Impairments; Higher Education; Instructional Effectiveness; *Intervention; Logic; Organization; Program Implementation; Sequential Approach; *Skill Development; *Teaching Methods; Time Perspective
IDENTIFIERS- *Instrumental Enrichment

Ninety-one hearing-impaired students entering Gallaudet University received systematic cognitive instruction focusing on specific generalizable skills, in the contexts of their regular college classes. The students were given practice in skills of organization, comparisons, analysis, classification, following instructions, temporal relationships, sequencing, and logic, using a program called "Instrumental Enrichment." Pretest-posttest procedures for the experimental subjects and 91 control students indicated that the instruction produced significant improvement on Raven's Matrices and on the Reading Comprehension, Math Concepts, and Math Computation sections of the Stanford Achievement Test--Hearing-Impaired. No significant improvement was found on a writing sample, a University reading test, and a self-administered survey of the ways in which students saw themselves as thinkers. A formative evaluation of the project showed that administrative problems existed in conducting this type of intervention in a collegiate environment, but also showed some additional benefits of the cognitive instruction: students began to demand more elaboration, to become more careful in checking for error in their work, and to ask for verification from each other on points made during classroom discussion. Recommendations for expansion of the cognitive skills instruction program and recommendations for researchers are offered. (Author/JDD)

ED 302 652 CE 051 624

Gibbs, Shirley
Needs Assessment of Hospitality/Tourism Industry in Kentucky.
Western Kentucky Univ., Bowling Green.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 88
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; *Educational Needs; *Education Work Relationship; History; *Hospitality Occupations; Hotels; *Job Training; Marketing; Needs Assessment; Postsecondary Education; Recreational Facilities; School Business Relationship; Secondary Education; State Programs; Statewide Planning; *Tourism; Vocational Education
IDENTIFIERS- *Kentucky

This report of an assessment of the hospitality/tourism industry in Kentucky begins with a history/description of the hospitality/tourism industry written from research; the hospitality/tourism training programs conducted by various institutions in the state are also described. For the assessment itself, two survey instruments were prepared and mailed: one to all members of the Kentucky Hotel and Motel Association and the Kentucky Restaurant Association and the other to all members of the Kentucky Tourism Commission. The surveys asked about job training, availability of properly trained employees, inservice training, college training, vocational school training, employee evaluation, tourism attractions, advertising and promotion needs, and educational needs. The surveys found that there are gaps between the number of trained employees available and the number needed and that there is a need for educators and the hospitality/tourism industry to bridge a communication gap so that educational institutions can provide the training needed for the industry. Ways must also be found to reduce employee turnover. More promotional and development activities are also recommended. (KC)

ED 302 694 CE 051 720

Corrections Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
California State Board of Corrections, Sacramento.
PUB DATE- 87
NOTE- 54p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; Correctional Rehabilitation; Cutting Scores; *Occupational Tests; Postsecondary Education; Statewide Planning; Test Construction; *Testing; Test Interpretation; *Test Items; Test Validity
IDENTIFIERS- *California; *Correctional Officers

This package consists of an information booklet for job candidates preparing to take California's Corrections Officer Examination and a user's manual intended for those who will administer the examination. The candidate information booklet provides background information about the development of the Corrections Officer Examination, describes its format, previews its contents, and provides sample problems (with answers) to help candidates prepare for the examination. The user's manual describes the format and content of the examination, provides a brief history of its development, discusses its reliability and validity, presents

detailed instructions for administering the examination (including verbatim proctoring instructions), and suggests guidelines for interpreting scores. (YLB)

ED 302 739 CG 021 327

HIV-Related Illnesses: Topics for Health Services Research.
National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
PUB DATE- Oct 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Diseases; *Health Services; Public Health; *Research Needs

Topics addressed in this report were suggested at a meeting of staff from the National Center for Health Services Research and Health Care Technology Assessment (NCHSR) and other Public Health Service representatives held in 1988 to update the Public Health Service's plan for the prevention and control of human immunodeficiency virus (HIV). Current epidemiologic and economic information about Acquired Immune Deficiency Syndrome (AIDS) and other HIV-related illnesses is reviewed, highlighting the complexity of issues and gaps in knowledge that should be addressed in grant research. Priority research issues and examples of substantive research questions are presented. Issues are identified that extend beyond health economics and the costs and financing of services. Researchable topics are outlined with respect to health status measures and information systems, access and barriers to care, quality of care, health systems analysis, cost effectiveness

of alternative service and organizational strategies, and provider issues. A general description of application procedures and a bibliography of relevant information are also provided. (NB)

ED 302 784 CG 021 375

Hartley, Duane L.; Kolenc, Koleen
Mild Depression: Its Relation to Stress, Coping and Gender.
PUB DATE- Aug 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Coping; *Depression (Psychology); *Emotional Response; Higher Education; *Problem Solving; *Sex Differences; *Stress Variables

This study investigated the relationship of mild depression to global stress, specific stressors, problem-focused coping, emotion-focused coping, and gender. Existing theory supported expectations that non-depressed and mildly depressed persons would use different coping styles, and perceptions of stressful events and the quantity of stressful events would be related to mild depression. College students (N=227) completed a personal data sheet; the Beck Depression Inventory (BDI); Ways of Coping; and the Comprehensive Scale of Stress Assessment, Part I (Global Assessment) and Part II (Inventory of Stressors). Students were identified as either non-depressed (N=193) or mildly depressed (N=34) by scores on the BDI. A discriminant analysis was performed using two measures of stress, two measures of coping, and gender as predictors. All variables except problem-focused coping entered the discriminant function. The two measures of stress, emotion-focused coping, and the participant's gender differentiated between mildly

depressed and non-depressed subjects. The results generally support the theory of depression as it applies to mildly depressed persons. (Author/NB)

ED 302 814 CS 009 462

Reading Effectiveness Program. Elementary Curriculum Guide.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.
SPONS. AGENCY- Department of Education, Washington, DC. Basic Skills Improvement Program.
PUB DATE- Sep 83
NOTE- 244p.
GRANT- W008105053
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Elementary Education; *Needs Assessment; *Reading Attitudes; *Reading Interests; *Reading Programs; State Curriculum Guides; *Teaching Guides; Teaching Methods
IDENTIFIERS- Indiana

This guide is designed to provide a variety of tools and techniques for planning: tools such as assessment instruments, teaching materials, record and report forms; techniques such as teaching methods for the various reading program objectives; organizational plans for the effective management of students and facilities; and evaluation strategies for determining the overall effectiveness of the program. Section 1, "Objectives," includes a listing of objectives for (1) prereading experiences; (2) word recognition; (3) comprehension; (4) study skills; and (5) attitudes, interests, and values. Section 2, "Needs Assessment," discusses norm-referenced, criterion-referenced, and informal tests. Section 3, "Early Reading Experiences," discusses characteristics important to early reading: auditory discrimination, visual discrimination, and letter identification. Activities for developing each of these skills are presented. Section 4, "Instructional Methods," emphasizes techniques and strategies for the teacher to use in the areas of word recognition, vocabulary, comprehension, and study skills. An explanation of reading skills and techniques for the content areas reading is also included. Section 5, "Affective Dimension of Reading," deals with developing reading interest, attitudes, and values. Included in this section are assessment techniques as well as practical strategies for instruction. Section 6, "Organization for Instruction," includes a discussion of administrative and classroom organizational patterns. Section 7, "Evaluation of the Reading Program," presents information which is designed to aid in the evaluation of the total school reading program. (MS)

ED 302 829 CS 009 480

Nagy, William; And Others
Morphological Families in the Internal Lexicon. Technical Report No. 450.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 36p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Language Research; *Lexicology; *Morphology (Languages); Reading Research; Undergraduate Students; *Word Recognition
IDENTIFIERS- *Internal Lexicon; *Word Families

A study examined whether the morphological structure of words--that is to say, the analysis of words into prefixes, stems, and suffixes--plays a role in how words are represented in an individual's internal lexicon. Ninety-five students from a large midwestern university identified stem words, matched for length and individual frequency, which differed substantially in the frequency of their inflectional, derivational, and nonmorphological relatives. The frequency of inflectionally and derivationally related words significantly affected speed and accuracy of recognition of stems. However, the effects were conditioned by age of acquisition and part of speech. Taken as a whole, the results supported the concept of a word family, that is, the hypothesis that morphological relationships among words, derivational as well as inflectional, are represented in the lexicon. (Nine tables of data are included, and 23 references are attached. An appendix shows the reaction times and frequencies for stimulus words.) (Author/SR)

ED 302 844 CS 009 497

Neuman, Susan B.; Roskos, Kathy
Preschoolers' Conceptions of Literacy as Reflected in Their Spontaneous Play.
PUB DATE- Nov 88
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Language Acquisition; *Literacy; *Play; *Preschool Children; Preschool Education; Reading Research
IDENTIFIERS- *Print Awareness

A study examined two questions: What are the common functions and features of literacy as evidenced in children's spontaneous play within a preschool setting, and how frequently do they occur across different groups of preschoolers? Trained observers recorded the play behavior of each of 50 children (the average age was 4 years) during four 10-minute periods over 2 months, yielding 200 play protocols. Conent analysis of these protocols yielded five categories of literacy functions which appear to be common across different groups of preschoolers (exploratory, interactional, personal, authenticating, and transactional functions) and three broad categories of features of literacy demonstrations (awareness of text messages, awareness of symbolic representation, awareness of the conventions of print). Results indicated that preschoolers

appear to use literacy in ways that are meaningful to them, and that they develop conscious knowledge about the forms and functions of written language at a very young age. Moreover, results highlighted the intimacy between form and function, with features of written language apparently layered in written language functions and appearing as the function unfolds. (Two tables of data and 2 figures are included; 26 references are attached.) (SR)

ED 302 921　　　　　　　　　　EA 020 602

Restructuring Education in the Middle Grades.
Virginia State Dept. of Education, Richmond. Middle School Service.
PUB DATE- 23 Jun 88
NOTE- 17p.; Report adopted by the Virginia Board of Education June 23, 1988 and presented at the Annual Meeting of the National Middle School Association (Denver, CO, November 9-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Educational Objectives; *Excellence in Education; Intermediate Grades; Middle Schools; *Organizational Change; Public Schools; *School Organization; *State Standards; *Statewide Planning
IDENTIFIERS- School Restructuring; *Virginia State Board of Education

This report by the Governor's Commission on Excellence in Education proposes to restructure middle school education (grades 6, 7, and 8) in Virginia. The restructuring process has two components: the identification of Vanguard Schools and the development and implementation of a restructuring process in other schools. Schools that seek Vanguard School status will undergo a rigorous application and selection process. The restructuring process in other schools consists of identifying goals, putting goals into practice, and getting approval by district superintendents, local school boards, and ultimately the Virginia Department of Education. (JAM)

ED 302 936 EA 020 623

Marx, Fern
The Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.; Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 87
NOTE- 25p.; For related document, see EA 020 624.
AVAILABLE FROM- Center for Research on Women, Wellesley College, Wellesley, MA 02181 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Ancillary School Services; Child Caregivers; *Day Care; *Early Parenthood; Elementary Secondary Education; Family Day Care; Family Planning; *Parenthood Education; *Pregnant Students; Program Descriptions; Social Services; Surveys; Transitional Programs; *Unwed Mothers

The recent rise in premarital sexual experience and in pregnancy and births among unmarried teenage women from all socioeconomic groups has focused public, professional, and governmental attention on the immediate and long-term implications of teenage pregnancy. The assumption underlying the need for adolescent parent programs in general is that if a young mother is to improve her prospects, she must continue her education, vocational training, or work experience, and delay subsequent births. This document, therefore, reviews the literature on the socioeconomic, medical, and psychological consequences of teenage pregnancy and on the role of day care in serving the needs of school-age parents and their children. First, national surveys, interview studies, and research and reports on service programs are reviewed that support the need for day care and other services to young parents. Next, several new approaches to serving the needs of adolescent parents are reviewed, including the Comprehensive Employment and Training Act (CETA), Project Redirection, school-based programs, and interdistrict programs such as the Family Learning Center in Michigan. Taken together, these national, and local programs and program studies substantiate both the need for and the efficacy of child care as a support service that can improve the life outcomes of both the adolescent mother and her child. Successful programs agree that the necessary components for comprehensive service delivery include education, employment, health and fertility control, and parenting and child development. A bibliography is included. (TE)

ED 302 951 EA 020 652

Wendel, Frederick C., Ed.; Bryant, Miles T., Ed.
New Directions for Administrator Preparation. UCEA Monograph Series.
University Council for Educational Administration.
REPORT NO.- ISBN-0-922971-08-0
PUB DATE- 88
NOTE- 95p.
AVAILABLE FROM- Publications, UCEA, 116 Farmer Building, Tempe AZ 85287-2211 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Education; *Administrator Role; *Educational Administration; Elementary Secondary Education; Excellence in Education; Higher Education; Internship Programs; *Management Development; Models; Politics of Education; Professional Education; School Based Management; Sex Differences; Specialist in Education Degrees

This publication contains six selected papers from the 30th Anniversary Meeting of the University Council for Educational Administrators (UCEA) in the fall of 1987. The first article, by John A. Thompson discusses problems associated with implementing the agenda of the Holmes Group report in decentralizing the control of schools. Leslie, Snyder, and Giddis, in the second paper, discuss the changes in Florida's administrator preparation programs that delegate virtually all responsibility for training school principals to school districts. In the third study, Pohland, Milstein, Schilling, and Tonigan also take a state level perspective in discussing how the reform climate of the eighties has affected the preparation program at the University of New Mexico. They focus on the flaws inherent in the technical and corporate models of the educational administrator that are implied in the reform movement. Shapiro, in the fourth study, assesses and contrasts two curricular models: the medical model (oriented toward the clinical experience) and an alternative conceptual model that he labels the "artificial science" approach. The last two papers propose shifts in the curricular orientations of preparation programs. Colleen S. Bell argues that managerial instruction attempting to simplify and homogenize organizational experience ill-prepares students for the real life of administration, while Tetenbaum and Mulkeen review gender-based studies that focus on the difference in world view of men and women and differences in the way men and women approach administrative tasks. A bibiliography is included. (TE)

ED 302 966 EC 211 853

Hutinger, Patricia L.
Linking Screening, Identification, and Assessment with Curriculum.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 39p.; In: Jordan, June, Ed. And Others; Early Childhood Special Education: Birth to Three; see EC 211 851.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- Clinical Diagnosis; *Curriculum Development; *Delivery Systems; *Disabilities; *Educational Diagnosis; Eligibility; Family Involvement; Handicap Identification; Individualized Education Programs; Infants; *Interdisciplinary Approach; Interprofessional Relationship; Preschool Education; Referral; Screening Tests; Teamwork; Toddlers
IDENTIFIERS- Child Find; Curriculum Based Assessment; *Early Intervention; Education of the Handicapped Act Amendments 1986

Part of a volume which explores current issues in service delivery to infants and toddlers (ages birth to 3) with handicapping conditions, this chapter provides an overview of the relationships among screening, assessment, and curriculum in programming for this population, with attention to the potential impact of Public Law 99-457 and the participatory role of families. The following terms are discussed and defined in an effort to establish a common terminology: identification, eligibility, referral, screening, assessment, diagnosis, evaluation, community coordination, and publicity are important elements of screening and other child-find processes. Child assessment is carried on at regular 3-month or 6-month intervals by a multidisciplinary team of professionals. Sharp distinctions between screening and assessment clarify personnel functions and agency responsibilities in interagency efforts. A discussion of curriculum planning focuses on family participation, the Individualized Family Service Plan, and long-range child goals, with sample functional goals and curriculum activities provided. Finally, related issues such as eligibility requirements, selection of appropriate assessment instruments, and continuum of family participation are discussed. The chapter concludes with lists of references, brief curriculum descriptions, and selected assessment instruments. (JW)

ED 303 007 EC 211 895

Rader, Tom; Rende, Barbara

Swallowing Disorders: What Families Should Know.

REPORT NO.- ISBN-0-88450-243-0
PUB DATE- 88
NOTE- 18p.
AVAILABLE FROM- Communication Skill Builders, Therapy Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($12.50 for 10, quantity discount available, add 10% for postage and handling; catalog no. 4139-Y).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Eating Habits; Family Involvement; *Family Role; Food; Intervention; *Physical Disabilities; Physiology; *Rehabilitation; Self Care Skills; Teamwork; *Therapy
IDENTIFIERS- *Dysphagia; *Swallowing Therapy

Swallowing problems can result from a catastrophic illness or injury, and the family's role is very important in implementing the swallowing precautions recommended by the rehabilitation team. Explained in this pamphlet are the stages of the normal swallowing sequence, symptoms of a swallowing disorder, medical conditions associated with swallowing disorders, treatments designed to improve swallowing, videoflouroscopy, alternative means of feeding, and the role of family members. Treatments to improve swallowing include exercises; thermal stimulation; patient positioning; and monitoring the consistency of food and liquids, amount of food and liquid taken per swallow, time between swallows, sensory cues, and environmental distractions. (JDD)

ED 303 022 EC 212 114

Operach, Paul M.
Utilization of Consensus Techniques by Speech Therapists To Increase Alternative Speech and Language Models for Elementary Children.

PUB DATE- 27 Jul 88
NOTE- 104p.; Ed.D. Praciticum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; *Delivery Systems; *Delphi Technique; Elementary Education; Inservice Teacher Education; *Language Handicaps; Models; *Speech Handicaps; *Therapists; Therapy
IDENTIFIERS- *Consensus

The practicum had as its goals increased awareness of alternative speech and language service models in a public school setting, increased usage of the alternative models, and consensus among speech and language therapists regarding direct and indirect service models. The project design used the Delphi method (four rounds) with 16 speech and language therapists. The Delphi method allowed each therapist to self-evaluate service delivery models with other therapists in the school system. Findings indicated that most speech therapists favorably completed a rating scale on the fourth round of surveying as to the desirability of the following: (1) clarifying the use of the least restrictive prototype; (2) evaluating more frequently short and long term goals for each student; (3) acquiring greater knowledge of regular education curriculum; (4) increasing clarification of each therapist's role in the school; (5) increasing use of the parent model; (6) increasing use of the home model; (7) increasing use of the consultation model; (8) increasing use of the materials only model; (9) establishing priorities concerning the most appropriate learning environment for speech and language services; and (10) developing agreement regarding the speech only handicap. (DB)

ED 303 037 FL 017 765

Burquest, Donald A.; Henry, Floreen Barger
Text-Frame Relationships and ESL.
PUB DATE- Feb 88
NOTE- 14p.; Paper presented at the Annual Meeting of the University of Southern Florida Linguistics Club Conference on Second Language Acquistion and Second Language Teaching (8th, Tampa, FL, February 5-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Cultural Context; *English (Second Language); *Reading Comprehension; Second Language Instruction; *Textbook Content; *Textbook Preparation
IDENTIFIERS- *Robichaux (Kerry Stewart)

The relationship of contextual background to comprehension of written texts is discussed with reference to instruction in English as a second language (ESL). A theory advanced by Kerry Stewart Robichaux proposes six possible relationships between a text and its cultural "frame." Applications of the six text-frame relationships to foreign language instruction are outlined for the areas of assessing comprehension complexity, the ordering of texts within the curriculum, and assessing student performance. It is concluded that because effective, fluent reading involves prediction, which in turn requires cultural information,

Robichaux's approach to the text-frame relationship can be useful to teach culture effectively, and language within that cultural framework, with variety and interest. Implications for textbook design and sequencing of materials are discussed. (MSE)

ED 302 638 CE 051 566

Public Involvement Programs. Statewide Survey Data.

South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.
PUB DATE- Mar 88
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)

DESCRIPTORS- Career Education; *Community Support; *Corporate Support; Educational Finance; Elementary Secondary Education; Resource Materials; *School Business Relationship; *School Community Relationship; *School Support; State Programs; State Surveys
IDENTIFIERS- *South Carolina

This book contains the results of the 1987 statewide survey on public involvement in South Carolina's education system. It is designed to serve as a resource directory and provides information that interested persons can use to expand partnerships between schools and the public that they serve. Survey results are catalogued in this directory according to the six regional networks that correspond to the Regional Education Improvement Act Advisory Councils. A map for each region is followed by a chart listing the school districts with average daily membership, number of schools, and 1980 district population. Following these materials, names of resource persons, foundations, resource materials, and other pertinent information are listed by school district. The overall contact person for partnerships is named for each district as well as the specific individual(s) directly responsible for working with business, the community, or parents. For clarification, a copy of the survey has been included along with a composite chart of the survey results detailing the responses submitted by the districts. (YLB)

ED 302 666 CE 051 655

Moss, Jeffrey W., Comp.
Summaries of Research and Development Activities in Agricultural Education in the United States of America 1985-1986.
Louisiana State Univ., Baton Rouge. Dept. of Agriculture, Extension, and International Education.
SPONS. AGENCY- American Vocational Association, Alexandria, VA. Agricultural Education Div.
PUB DATE- Feb 87
NOTE- 182p.
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Agricultural Education; *Educational Research; Postsecondary Education; Program Proposals; *Research and Development; *Research Projects; Secondary Education; State Programs; *Vocational Education

This collection contains abstracts of completed research projects in agricultural education from September 1, 1985 to August 31, 1986. Abstracts on a wide variety of subjects have been included. Some of the topics are as follows: advisory councils, agribusiness, agricultural mechanics, communication, computers, curriculum, educational needs, extension, farm management, student organizations, instructional materials, international, leadership, program effectiveness, student characteristics, teacher characteristics, teacher education, and teaching methods. Additionally, titles of research in progress have been compiled and included in the document. A total of 195 research abstracts of staff studies are included. Of this number, 98 abstracts are of master's papers or theses, 36 abstracts are of doctoral dissertations, and 61 abstracts are of other staff studies. The research abstracts are listed alphabetically by state in the first section of the document, as are the research and development activities-in-progress in section two. ERIC accession numbers for previous regional and national summaries are included, along with a list of previous national editors. Abstracts of completed studies are indexed by subject and by author. (KC)

ED 302 680 CE 051 684

Foster, Susan E.
Professionalization of the Adult Literacy Workforce. Background Paper Prepared for Project on Adult Literacy.
Southport Inst. for Policy Analysis, Inc., CT.
PUB DATE- Dec 88

NOTE- 35p.; For related documents, see CE 051 679-686.
AVAILABLE FROM- The Project on Adult Literacy, Suite 415, 440 First Street, N.W., Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Adult Literacy; Educational Needs; Higher Education; *Literacy Education; *Professional Development; Professional Training; Teacher Certification; *Teacher Education; Teacher Qualifications

As the literacy requirements for functioning in today's society continue to increase, so do the qualifications and level of professional development that is expected of those who provide literacy education to adults. Historically, it has been assumed that, with a modest amount of preparation, anyone can teach any other adult to read. Recently, however, there has been increasing recognition of the fact that this is not the case. In the array of currently existing professional development opportunities available to literacy staff, there is no agreement on what constitutes adequate training. Despite agreement among the leaders in adult literacy throughout the nation that preservice and inservice training are needed, there is no support system for professional development in the field of adult literacy. Advancing the state of the art of literacy education requires building a profession. Standards related to what should be taught, who will be taught, what methods and techniques will be used, and how programs and staff will be assessed and evaluated must be developed. Adopting a set of standards is not sufficient by itself. It will also be necessary to create an institutional infrastructure to support professional development, change the culture of literacy providers, and provide the resources that teachers and administrators need to take advantage of training and professional development opportunities. (MN)

ED 302 769 CG 021 358

Nowack, Kenneth M.
The Stress Resistant Employee: An Update.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employed Women; *Employees; Females; *Health Promotion; Intervention; Job Satisfaction; Life Satisfaction; Sex Differences; *Stress Variables; *Well Being
IDENTIFIERS- Stress Resistant; Type A Behavior

It is becoming increasingly clear that the effects of work and life stress are costly both to the individual and to the organization.

Everyone experiences work and life stress, yet many people are more stress resistant (hardy) than others. Several factors appear to be quite predictive of the stress resistant employee. These include the perception of stress; the practice of good daily health habits; the expressing of less Type A behavior; satisfaction with social support networks; and an involved, committed, and empowered outlook. Hardy Type A persons can be distinguished from less hardy Type A's by their internal, rather than external, commitment to aspects of work and life. Previous research suggests that for working women, even if it is possible to "have it all," something may have to go and that may be the women's health. In a study of 350 employees, professional working women reported significantly lower overall health habits than their working male counterparts. Professional working women reported significantly more work and life stress and a less optimistic outlook on life than did men. Health promotion programs with targeted and specific outcomes may produce better success than those trying to be everything for everybody. Companies committed to employee health promotion may wish to succinctly define what organizational and individual outcomes they are targeting and structure their programs and interventions accordingly. (ABL)

ED 302 799 CG 021 390

Greene-Black, Jayne
Career Development Potential of University Students with Learning Disabilities.

PUB DATE- Jan 88
NOTE- 20p.; Paper presented at the Annual Meeting of the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Development; *College Students; *Counseling Objectives; Higher Education; *Learning Disabilities; Models; *School Counseling; *Self Esteem; Student Development

University students with learning disabilities (LDs) have faced a wide range of barriers which have often eroded their self-confidence and complicated their career planning process. The fact that many of these students can succeed in the university and the world of work would suggest that university LD students have a "nonsubmersible" quality that allows them to surface regardless of the obstacles thrown their way. They represent an intelligent group of very talented, creative, and hard-working human resources. Many of these students have the potential to make significant contributions to society due to their unique problem solving strategies and their willingness to persevere against numerous odds. The Learning Disabilities Program (LDP) is only one model for providing assistance to LD university students. The model has the advantage of offering a developmental, holistic approach which not only facilitates the students' career planning, but also has the potential to facilitate the personal, social, and academic development of the students. Career counselors do not have to be working within a LDP model to become effective with LD students. Many of the strategies and interventions discussed can be applied in a variety of career counseling environments. With the proper assistance, many students with fVs should be able to demonstrate their ability to succeed in school and in work. (ABL)

ED 302 875 EA 020 409

Fenton, Ray; Nancarrow, Douglas

Improving Teacher-Supervisor Communication through Modification of the Communication Context: An Examination of the Effects of Cooperative, Supervisor Controlled, and Minimal Evaluation on

Instruction and the Teacher-Supervisor Relationship.

PUB DATE- Feb 89

NOTE- 28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Communication (Thought Transfer); *Cooperation; Educational Innovation; Elementary Secondary Education; *Instructional Improvement; Program Implementation; *Supervisors; *Teacher Administrator Relationship; *Teacher Evaluation

IDENTIFIERS- *Anchorage School District AK; Survey Of Supervisory Practices

This paper recounts the modification of a specific communication context, teacher evaluation, to produce improved instruction and better teacher-supervisor relationships. Dissatisfied with a checklist-based evaluation system considered moribund by many, a committee of teachers, administrators, and educational professionals at Anchorage (Alaska) School District examined current evaluation systems and developed a cooperative system stressing joint goal-setting and a specified series of teacher-supervisor conferences and classroom observations. The new system's phased, three-year implementation process allowed examination of teacher-supervisor relationships and instructional innovation under three supervision modes: supervisor-controlled, cooperative, and minimal supervision. Surveys of supervisors and teachers show substantial support for the cooperative evaluation model. The Survey of Supervisory Practices Form and district-developed instruments were used to assess and contrast the three evaluation conditions. The cooperative approach proved superior, as it permitted greater experimentation with educational innovation and the adoption of more innovative practices in the classroom. Another result was improved teacher-supervisor relations, shown by more positive communications and teacher perceptions of supervisor competency. Included are 2 tables, a bibliography of 39 references, and 2 appendices illustrating the supervisor-directed and cooperative evaluation forms. (MLH)

ED 302 980 EC 211 867

Bullock, Lyndal M.; And Others
A Re-Examination of the Behavioral Categories of Seven Behavior Rating Instruments: A Conceptual Analysis. A Final Research Report.
North Texas State Univ., Denton.
PUB DATE- 88

NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Behavior Rating Scales; *Classroom Observation Techniques; Elementary Secondary Education; *Item Analysis; Standardized Tests; *Student Evaluation; Test Interpretation; Test Reliability; Test Theory; Test Validity

Prompted by the increased use of behavior rating instruments in educational environments and evidence of confusion over the interpretation of labels designating behavior clusters, the present two-phase study analyzed 410 specific items contained in seven behavior rating instruments and investigated whether these items could be intuitively sorted into predetermined common categories. In Phase 1, there was a general lack of agreement by 354 educational personnel on the placement of 192 items (47%) within four predetermined categories of behavior (aggressive/acting out, irresponsible/inattentive, socially withdrawn, fearful/anxious). In phase 2, a panel of seven experts participated in an item review process of these 192 items. The addition of two new categories (physiological deficits and information/thought processing deficits) substantially improved the agreement rate. Among conclusions drawn is that the behavioral categories identified for this study are sufficiertly broad to accommodate a wide range of behaviors, yet specific enough to be useful to practitioners. Results lend support to the call for greater uniformity among behavior rating instruments. The bulk of the document consists of appendices which provide detailed data on response percentages, frequencies, and placement of items by behavioral category. References are included. (JW)

ED 302 711 CE 051 743

Probation Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87
NOTE- 156p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Competency Based Education; *Correctional Rehabilitation; Counseling Techniques; *Counselor Client Relationship; *Delinquent Rehabilitation; Job Skills; Postsecondary Education; *Probation Officers; Referral; *Statewide Planning
IDENTIFIERS- *California

These knowledge/skill maps are intended to assist individuals responsible for developing training courses for probation officers. Maps are provided for the following task areas: processing juveniles taken into custody (dependents, status offenders, and delinquents); juvenile intake and processing; adult or juvenile investigation; procedures for making recommendations for disposition of cases; methods of establishing a supervising relationship with a new probationer; procedures for setting up collection of restitution, fines, and other payments; methods of monitoring compliance of adults/juveniles with the terms of their probation (or wardship/dependency); referrals to providers of medical, mental health, social service, education, employment, and other services; techniques related to informing, assisting, advising, and counseling; court-related duties; and techniques for establishing and maintaining relationships with referral and placement resources. Each knowledge/skill map consists of cross-referenced lists of values, prerequisites, aids and resources, rules and concepts, and procedural steps. (MN)

ED 302 726 CE 051 800

Adult Education Report.

Merrimack Education Center, Chelmsford, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.
PUB DATE- Jul 84
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Educators; *Adult Literacy; Basic Skills; Computer Software Reviews; *Computer Uses in Education; Courseware; *Databases; Diffusion (Communication); *Educational Technology; Faculty Development; Information Technology; Literacy Education; Models; State Programs; *Technical Assistance

A study was initiated to investigate the current status of technology initiatives in terms of their impact on six adult education centers in Massachusetts. It was designed to provide new insights into the educational effects of computer instruction upon adult basic education students. A second effort focused on the presentation of a model of statewide technology transfer and diffusion. The site reviews indicated that the centers serve a very diverse clientele; the main programs offered were adult basic education and English as a second language; and each center was organized as a service site to reach out to clients. Project activities were aimed at designing and operating computer literacy programs for adult educators; designing and offering a software leadership institute for training trainers; providing microcomputer equipment for instructional purposes through a lease/purchase arrangement; designing an administrative database to be field tested in two adult learning sites; and documenting and disseminating findings from these technology initiatives and new practices. Recommendations were made that will assist future planning by adult educators who are studying and exploring ways to optimize the use of technology within their educational and training settings. (Appendixes include workshop agendas, software evaluation forms, the Philadelphia Department of Education's list of adult education courseware, and a 33-page bibliography of print resources and courseware.) (YLB)

ED 302 755 CG 021 343

Peach, Larry; Reddick, Thomas L.
An Assessment of Selected Educators' Understandings of Adolescent
Suicide.
PUB DATE- 10 Nov 88
NOTE- 34p.; Paper presented at the Annual Meeting of the National
Social Science Association (November 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Adolescents; *Principals;
Public Schools; Secondary Education; *Student Problems; *Suicide

Since school principals are responsible for: providing leadership for the school; managing programs for the social, education, and psychological welfare of students; and ensuring the health and safety of the student body, it was decided that a study of principals' attitudes and understanding of teenage suicide was needed. To examine this issue, questionnaires were completed by 218 principals selected from public school systems in Tennessee. The results revealed that 93% of the principals surveyed considered teenage suicide to be a matter of serious concern. Approximately 20% of respondents were personally acquainted with a student who had committed suicide. Only 6% of principals knew of cases where students had tried unsuccessfully to commit suicide. Ninety percent of principals reported that an ongoing prevention program was needed in the public schools. While 28% of respondents thought that they would handle the situation well should a student commit suicide, 90% stated that all educators should receive special training in working with students showing suicidal characteristics. Ninety percent indicated that parents should be notified when students showed problem symptoms. This report also presents an item-by-item analysis of responses, a set of recommendations based on the findings, and an extensive literature review which lists warning signs of potential suicide and suggestions for appropriate interventions. (NB)

ED 302 860 CS 506 508

Jensen, Marvin D.

Increasing Cultural Literacy in the Basic Speech Communication Course.

PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Curriculum Enrichment; Higher Education; Introductory Courses; *Speech Communication; Teaching Methods
IDENTIFIERS- *Cultural Literacy; *Speech Communication Education

Access to the traditions, aspirations, and rewards of a culture implies a fundamental knowledge of the symbols, images, archetypes, places, and events which comprise a cultural heritage. E. D. Hirsch, Jr. contends that there has been a marked decline in this "cultural literacy" in recent years due in part to neglect at all levels of education. The basic speech communication course is one appropriate place to foster cultural literacy. Short informative speeches and the attendant search for topics provide opportunities to develop assignments with cultural literacy in mind. For example, for an interesting short speaking assignment, each student can draw five terms from Hirsch's collection of concepts, names, dates, events, places, and phrases which he believes every literate American should know, and prepare an extemporaneous speech which incorporates all five concepts. A more complicated assignment later in the course could be a serial speech, in which each speaker pursues an allusion made by an earlier speaker. Depending on the structure and components of the course, other assignments encouraging cultural literacy can be incorporated. Panel discussions, persuasive speaking assignments, and role-playing interviews can all be used to increase cultural literacy. (MM)

Hickrod, G. Alan; And Others
Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- 88
NOTE- 38p.
AVAILABLE FROM- Center for the Study of Educational Finance, 331 DeGarmo Hall, Illinois State University, Normal, IL 61761 ($1.00 postage and handling charge).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Business Cycles; Court Litigation; *Economics; *Educational Finance; Educational Legislation; Elementary Secondary Education; *Financial Problems; Higher Education; Socioeconomic Status; *State Aid; *State School District Relationship
IDENTIFIERS- *Illinois

This monograph is the eighth in a series on Illinois educational finance. The first section discusses the decline of Illinois' funding for both K-12 and higher education relative to other states. The second section investigates whether the decline in funding is part of a general decline in the economic affairs of Illinois or whether other factors are involved. The third section discusses the effectiveness of litigation in K-12 finance and advocates litigation as a means of increasing the funding levels for education in Illinois. The fourth section deals with the wording of an education article in the Illinois Constitution. Appended are (1) references; (2) eight rank-change tables; (3) two elasticity comparison tables; (4) two expenditure tables; (5) alternative computations of elasticities by the two-point-in-time method; (6) data sources; and (7) abstracts of the MacArthur/Spencer series on Illinois educational finance. (SI)

ED 302 906 EA 020 574

Lyday, Jack, Ed.; Winecoff, Larry, Ed.
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators.
Mid-Atlantic Consortium for Community Education, Charlottesville, VA.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Oct 84
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTORS- *Administrator Role; *Board of Education Role; Educational Environment; Educational Improvement; *Educational Quality; Elementary Secondary Education; Leadership Responsibility; *Parent Role; Parent School Relationship; Principals; *School Effectiveness; *Teacher Role
IDENTIFIERS- Virginia

This publication is a series of role guides written by appropriate role group representatives that address the issues of effective schooling from the perspectives of six different role groups. The publication outlines how the following six key role groups might contribute to schools that are striving to become academically effective for all children: school boards, central administrators, principals, teachers, parents, and community educators. An introduction lists the following minimum characteristics of effective schools: (1) safe and orderly environment; (2) clear school mission; (3) instructional leadership; (4) high expectations; (5) opportunity to learn and student time on task; (6) frequent monitoring of student progress; and (7) home-school relations. Also included is a summary of the fundamental steps in the school improvement process. (SI)

ED 302 994 EC 211 881

Forest, Jan
Integrated Occupational Program: Information Manual for Administrators, Counsellors, and Teachers. Interim 1988.
Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-7732-0070-3
PUB DATE- 88
NOTE- 92p.; A part of the Integrated Occupational Program. Parts of the document have small print and will not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Communication Skills; Education Work Relationship; *Experiential Learning; Foreign Countries; Integrated Activities; Integrated Curriculum; Interpersonal Competence; Learning Problems; *Low Achievement; Mathematics Skills; Program Design; *Program Implementation; *School Business Relationship; Secondary Education; *Slow Learners; Teaching Methods; *Vocational Education

The Integrated Occupational Program (IOP) was designed for students in grades 8-12 who have experienced prolonged difficulty with the regular elementary and secondary school programs, who demonstrate a significant lag in one or more of their academic courses, and who typically fall into the intelligence band of 75-95 IQ. The IOP enables students to develop entry-level vocational abilities, become responsible members of society, and recognize the need for lifelong learning. The IOP is a 5-year program involving academic courses directed to improving students' skills in communication, computation, and social relationships, and opportunities for students to apply these skills in occupational courses. The IOP courses have a community partnership component in which parents, private citizens, and business and community volunteers come into the school or enable students to go out into the community to apply their learned skills. Procedures for implementing the program focus on the student selection process, funding, selection of IOP teachers and coordinators, inservice training, and development of community partnerships. Instructional strategies for IOP teachers and techniques for maximizing classroom effectiveness are also offered. The manual is designed to be used in conjunction with information provided in curriculum guides and "Teacher Resource Manuals" for each subject area. (JDD)

ED 303 008 EC 211 896

Klein, Marsha Dunn
Dressing Techniques for Children Who Have Cerebral Palsy.
REPORT NO.- ISBN-0-88450-203-1
PUB DATE- 88
NOTE- 14p.
AVAILABLE FROM- Communication Skill Builders, Therapy Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($12.50 for 10, quantity discount available, add 10% for postage and handling; catalog no. 7430-Y).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cerebral Palsy; *Clothing; *Clothing Design; Motor Reactions; *Self Care Skills; *Teaching Methods

This pamphlet offers general rules and specific suggestions for people who are dressing children with cerebral palsy. Common dressing problems are examined, such as the child becoming stiff, crossing the legs, or curling the toes, and possible solutions are outlined step-by-step and accompanied by illustrations. Guidelines are also provided for teaching children to dress and undress independently. The pamphlet concludes with factors to consider when selecting clothing styles and fabrics, and techniques for modifying fasteners such as zippers, buckles, and buttons. (JDD)

ED 302 695 CE 051 721

Corrections Officer Cutoff Score Report. Standards and Training for Corrections Program.
California State Board of Corrections, Sacramento.
PUB DATE- 87
NOTE- 14p.; For related documents, see CE 051 717-725, 729-735, and 739-744.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Correctional Rehabilitation; *Cutting Scores; *Occupational Tests; Personnel Selection; Postsecondary Education; Statewide Planning; *Test Interpretation; Test Reliability; Test Validity
IDENTIFIERS- *California; *Correctional Officers

This report is intended to assist those agencies considering using California's Corrections Officer Examination as a tool for selecting personnel. It is intended to provide agencies with guidance in setting test cutoff scores rather than an exhaustive discussion of all of the factors that must be considered before setting cutoff scores for actual operational use. The following topics are discussed: the nature and interpretation of cutoff scores in general, cutoff scores for the Corrections Officer Examination, setting an operational cutoff score, and using scores to augment entry-level selection decisions. (YLB)

ED 302 740 CG 021 328

Beck, Allen J.; And Others
Survey of Youth in Custody, 1987. Bureau of Justice Statistics Special Report.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
REPORT NO.- NCJ-113365
PUB DATE- Sep 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Correctional Institutions; Crime; *Delinquency; Demography; Drinking; Drug Use; Family Life; *Prisoners; Violence; *Young Adults

In 1987, the U.S. Bureau of Justice Statistics interviewed 2,621 juveniles and young adults confined in 50 long-term, state-operated institutions in 26 states. More than one-quarter of the sample were over the age of 18. The results of the survey revealed that nearly 40% of the sample were being held for a violent offense. More than 60% used drugs regularly, and almost 40% were under the influence of drugs at the time of their offense. Less than one-third lived with both parents while they were growing up. More than 50% of all residents in these institutions reported that a family member had been incarcerated at some time in the past. Among all the juveniles and young adults held in institutions, over 90% were male and an estimated 53.1% were white. Almost 43% of the juveniles had been arrested more than five times, with over 20% of them having been arrested more than 10 times in the past. This report presents findings from the survey, including information on the criminal histories of those confined youth as well as a description of their family situations, drug and alcohol use, and peer group activities. Data are also presented on victims and use of weapons for those subjects committed to institutions for violent offenses. (NB)

ED 302 785 CG 021 376

Schonfeld, Lawrence; And Others
Determinants of Relapse for Polysubstance Abusers.
PUB DATE- 14 Aug 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Alcohol Abuse; Coping; *Depression (Psychology); Drug Abuse; *Emotional Problems; Emotional Response; *Loneliness; *Substance Abuse
IDENTIFIERS- *Relapse

It has been estimated that as many as 75% of individuals treated for substance abuse relapse within 90 days after completion of treatment. Studies of relapse have typically defined the problem as a return to the specific substance for which the individual was originally treated. Because multiple substance appears to be common, this study examined relapse using a broader definition of relapse--the abuse of any substances after previous treatment. It investigated determinants of relapse and antecedents of recent use for 30 substance abusers re-entering in-patient treatment. A structured interview assessment revealed that the patients relapsed within 2 months following previous treatment, yet waited 2.7 years before re-entering treatment. Alcohol was often the initial substance used after previous treatment. More than one-half of the subjects indicated that intrapersonal negative emotional states, such as loneliness or depression, led to the relapse. An even greater percentage of respondents indicated that such determinants were antecedents to recent use. Implications for treatment are presented. (Author/NB)

ED 302 922 EA 020 603

Boser, Judith A.
Conducting a Survey: The Dollars and Sense of It.
PUB DATE- Nov 88
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Resarch Association (17th, Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Costs; *Data Analysis; Educational Assessment; *Evaluation Methods; *Research Design; *Sampling; *Surveys

This paper helps researchers develop criteria for conducting surveys. Cost considerations frame the paper's suggestions. Specifically, the text advises that researchers consider the human and material resources needed, type of survey instrument, medium for conducting the survey (mail, telephone, personal interview, etc.), data analysis methodology, and report organization. (JAM)

Kentucky's Automotive Certification Program.
Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

PUB DATE- 30 Jun 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Auto Mechanics; *Certification; Postsecondary Education; Program Development; Program Effectiveness; Qualifications; Secondary Education; Standards; *State Programs; Vocational Education
IDENTIFIERS- *Kentucky; *National Institute Automotive Service Excellence

The state of Kentucky recognized a need to standardize automotive mechanics training throughout the state and to establish minimum guidelines for the quality of instruction in such programs. To meet these needs, the Office of Vocational Education selected the National Institute for Automotive Service Excellence (ASE) and began the certification process for local school programs. A project director was selected and the certification program was conducted; at the project deadline of June 30, 1987, 36 of the 83 schools targeted for certification received certification in all or some specialty areas; 20 schools are approved and awaiting a team visit; 5 schools have completed the team visit and are awaiting the results; and 6 schools have submitted one or both applications. Kentucky's efforts revealed a number of obstacles to certification, such as (1) lack of understanding of the evaluation process on the part of local personnel; (2) lack of certified team leaders; (3) time limitations; (4) equipment limitations; (5) change in project directors; and (6) budget limitations. As a result of the project, Kentucky leads the nation in the ASE certification process in both the number of programs certified and the percentage of programs certified. (This report contains a list of steps needed for ASE certification and a table showing the certification status, as of June 30, 1987, of each of the targeted schools. (KC)

ED 302 815 CS 009 463

Ladousa, Kathleen R.
Enhancing Parental Involvement in Fourth Grade Reading.
PUB DATE- Dec 88
NOTE- 130p.; Research Project.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 4; Intermediate Grades; Parent Attitudes; Parent Conferences; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *Reading Achievement; Reading Improvement; Reading Research; Surveys

A study examined the effect of parental involvement in the reading achievement of fourth grade students. Subjects, 12 students of above- and below-average reading levels from an inner-city school, were given a variety of surveys and letters to be taken home to their parents. Parents were encouraged to participate actively and were offered specific suggestions concerning ways in which they could help their children do better in school. Numerous informal interviews between parents and the teacher were also designed to enhance parent participation. Surveys given to parents at the end of the study indicated very high levels of interest and participation in the variety of programs and activities generated by the study such as storytelling, trips to the public and school libraries, pizza parties for book report writers, structured homework assignments involving both parent and child, and reading aloud to others. Results indicated that homework was better prepared and more often turned in on time when parental support was evident. Subjects' scores on the Iowa Test of Basic Skills improved by at least nine months over the course of the school-year-long study (considered by the school district to be excellent progress for an inner-city school). Results also indicated that the grades the subjects received in reading improved. (Five figures illustrating the data are included; 13 appendixes containing the survey instrument, sample letters to parents, worksheets, homework assignments, and activities are attached. Twenty references are also attached.) (RS)

ED 302 830 CS 009 481

McKenna, Marian J.
The Development and Validation of a Model for Text Coherency.

PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Coherence; Discourse Analysis; Higher Education; Holistic Evaluation; Models; Reading Writing Relationship; *Text Structure; Writing Evaluation; Writing Research
IDENTIFIERS- *Text Coherence; *Text Factors

To discover what variables are involved in the production of text coherence, and how cohesion and coherence are different, a study collected 30 papers randomly selected from over 200 papers written by incoming freshmen college students at a local community college. The papers were rated by 21 state conference participants. Raters were in-service language arts or reading teachers, with teaching experience ranging from 5 to 20 years. All raters had participated in a Colorado Writing Assessment Project, and had prior training and experience with holistic rating of essays. Each rater received a packet including a copy of one of seven scales, 30 papers for rating, and training notes. Each of the 30 papers was read three times for each of the seven scales. Bamberg's scale for coherency was the dependent variable. Six scales, the independent variables of coherence, consisted of: cohesion; context; focus; grammar; intent; and structure. Results indicated interdependency between intent, focus, structure, and context. Intent was a significantly stronger predictor of text coherency than was cohesion or grammar. Results also indicated that if the variables of intent, structure, focus, and cohesion were highly present in a text, then a lack of grammar and context did not greatly affect the text's coherency level. It was further demonstrated that an author's apparent intent in writing a text was a strong predictor for the coherency of the text. (Three tables of data are included.) (MM)

ED 302 845 CS 009 498

Laframboise, Kathryn L.

The Effects of Sentence-Combining Using Word Processing Technology on the Reading Comprehension and Writing Fluency of Low-Achieving Fourth Grade Students.

PUB DATE- Feb 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 24-27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; Intermediate Grades; *Low Achievement; *Reading Comprehension; Reading Writing Relationship; *Sentence Combining; *Word Processing; *Writing Improvement
IDENTIFIERS- Florida

A study is in progress (with posttesting planned for April 1989), which examines whether word processing enhances the particular benefits of sentence-combining practice on the reading comprehension and writing fluency of low-achieving intermediate students. Subjects are 80 low-achieving fourth grade students from a Florida school district, randomly assigned to one of three levels of treatment. The first experimental treatment group is participating in teacher-directed lessons on sentence-combining with independent practice on data files with a word processing program. The second experimental treatment group is receiving the same lessons and exercises, but the independent practice is on worksheets. A control group forms the third group. A clinical study component entails a more in-depth analysis of students' writing and oral retellings of stories. Results will be collected from reading and writing measures, to include written retellings of stories using silent film prompts, two cloze tests, and audiotapes of story retellings. The clinical study component will be reported by means of narrative descriptions and descriptive statistics. The hypotheses for this research predict that the two experimental treatment groups will score significantly higher than the control group in writing fluency. (One table, of types of data to be collected and the manner in which it will be reported, is included. Twenty-two references are attached.) (SR)

ED 302 937 EA 020 624

Marx, Fern; And Others
Child Care for the Children of Adolescent Parents: Findings from a National Survey and Case Studies. Working Paper No. 184.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 88
NOTE- 74p.; For related document, see EA 020 623.
AVAILABLE FROM- Center for Research on Women, Wellesley College, Wellesley, MA 02181 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Child Caregivers; *Day Care Centers; *Early Parenthood; Elementary Secondary Education; Family Day Care; Family Planning; *Pregnant Students; Social Services; Surveys; Transitional Programs; *Unwed Mothers

Preliminary findings from several studies suggest that effective child care services delivered in a manner acceptable to and supportive of teen parents can facilitate school attendance and completion and can increase the chances of beneficial outcomes for young women and their children. Accordingly, in 1987 the Wellesley College Center for Research on Women conducted a survey of 220 child care programs for teen parents in all 50 states and the District of Columbia. In addition, 14 programs in 3 states were selected for indepth, onsite examination. Objectives of the combined study were (1) to identify a range of model child care services specifically intended for teenage parents; (2) to select programs that represent each of these models for an indepth examination of their components and the context in which they operate; and (3) to disseminate the results of the study to educators and policymakers in a useful form. Results are reported first for the survey and then for the case studies, and policy recommendations are provided that focus on the following themes: funding, age of the teen population, transition support, family day care, local school policies, staffing, and licensing. References are included, and case studies of programs in three states--California, Florida, and Massachusetts--are appended. (TE)

ED 302 952 EA 020 653

Wendel, Frederick C.; Sybouts, Ward
Assessment Center Methods in Educational Administration: Past, Present, and Future. UCEA Monograph Series.
University Council for Educational Administration.
REPORT NO.- ISBN-0-922971-09-9
PUB DATE- 88
NOTE- 50p.
AVAILABLE FROM- Publications, UCEA, 116 Farmer Building, Tempe, AZ 85287-2211 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Administrator Characteristics; *Administrator Evaluation; *Administrator Qualifications; Administrator Responsibility; *Administrator Selection; *Assessment Centers (Personnel); Elementary Secondary Education; Higher Education; Management Development
IDENTIFIERS- *University Council for Educational Administration

Issues related to the assessment and induction (preparation, recruitment, and selection) of educational administrators are of critical importance because of the never-ending flow of entrants into administration, and because of the complex variables associated with assessment and selection criteria. Accordingly, this monograph traces the contributions made through University Council for Educational Administration (UCEA) publications to the identification and development of assessment skills. It then describes the historical background and methods associated with assessment centers, and it relates assessment center methods and processes to preparation programs for educational administrators. Finally, it examines the present applications and the future potential of these processes. References are included. (TE)

ED 302 967 EC 211 854

Karnes, Merle B.; Stayton, Vicki D.
Model Programs for Infants and Toddlers with Handicaps.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 43p.; In: Jordan, June, Ed. and Others; Early Childhood Special Education: Birth to Three; see EC 211 851.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Delivery Systems; *Demonstration Programs; *Disabilities; Educational Diagnosis; Educational Philosophy; Family Involvement; Infants; Preschool Education; Professional Development; Program Administration; *Program Design; Staff Utilization; Surveys; Toddlers
IDENTIFIERS- *Early Intervention; *Handicapped Childrens Early Education Program

Part of a volume which explores current issues in service delivery to infants and toddlers (ages birth to 3) with handicapping conditions, this chapter describes the history of the Handicapped Children's Early Education Program (HCEEP) and provides information on exemplary program components based on written responses to a survey of 67 HCEEP projects funded from 1981 through 1986. Data are provided on the following topics: program administration, characteristics of children and families served, service delivery options, staffing patterns, philosophical orientation of programs, assessment procedures, family involvement models, and program evaluation. Descriptions of 12 of these model programs follow, chosen to represent a cross-section of philosophical orientations, program goals and objectives, populations served, service delivery options, intervention strategies, and demographic regions, as well as distinctiveness or uniqueness of services to children and families. A discussion of findings notes that program practices are not always consistent with the stated philosophical model and that a need for training staff to work with families is indicated. (JW)

ED 303 023 EC 212 115

Branca, Ronald A.

Implementing a Program of Supportive Services to Severely Handicapped Preschool Age Children in Community Programs.

PUB DATE- 7 Jul 88
NOTE- 106p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; Educational Needs; Interdisciplinary Approach; *Mainstreaming; *Normalization (Handicapped); Parent Education; Preschool Education; Pupil Personnel Services; Services; *Severe Disabilities

The practicum addressed the need to serve a group of severely handicapped preschool children within local neighborhood programs rather than in a segregated preschool center. The practicum goals were: (1) to maintain the enrollment of severely handicapped children in neighborhood preschool and daycare centers through the provision of adequate support services; (2) to positively influence the attitudes of staff and parents toward integration; (3) to increase the cognitive and social skills of children placed within neighborhood settings; (4) to document the occurrence of integration; and (5) to increase the awareness of staff and parents as to benefits of integrated programming. A multidisciplinary team was established consisting of occupational and physical therapists, a speech pathologist, an adaptive physical education instructor, and neighborhood coordinators. A block system of therapies replaced the traditional "pull out" model, and periodic monitoring was instituted via a series of attitudinal and behavior rating scales. Parents were supplied with computer generated "homework" assignments. At the close of the implementation period, neighborhood attendance was at 88%, the average developmental gain of neighborhood children was 8.2 months (compared to 3.8 months for center based children), and a 50% attitudinal shift was noted among parents who felt their children were receiving adequate services in community placements. (Author/DB)

ED 303 038 FL 017 767

Hall, William C.
Aspects of Western Subanon Formal Speech. Publications in Linguistics. Publication Number 81.
Summer Inst. of Linguistics, Dallas, Tex.; Texas Univ., Arlington.

REPORT NO.- ISBN-0-88312-093-3
PUB DATE- 87
NOTE- 209p.; Published version of a doctoral dissertation, University of Pennsylvania.
AVAILABLE FROM- Bookstore, Summer Institute of Linguistics, 7500 W. Camp Wisdom Rd., Dallas, TX 75236.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Foreign Countries; Interpersonal Communication; Language Patterns; Language Research; *Language Styles; *Paralinguistics; *Poetry; Speech Acts; *Speech Communication; Uncommonly Taught Languages
IDENTIFIERS- Philippines; *Subanun

This dissertation presents a study of patterns of speech in Western Subanon, as heard in areas of Mindanao, an island in the Philippines. An introductory section discusses relevant general issues in linguistic research and the present study. The relationships of language to linguistics and of language to society, the objectives of the study, the observer's role, and the population under investigation are discussed. Subsequent sections address: definition of formal speech situations (speech values and social requisites); characteristics of the speech situation, speech event, and speech act; a taxonomy of social and speech situations and some speech acts that occur in such situations; the speech situations and events typical of Western Subanon; the dynamics of interchange in this population (participant perceptions of the speech situation, turn-taking, beginnings and endings, back channel responses, and interruptions); the patterns of Western Subanon poetry; and poetic patterns in Western Subanon formal speech. Texts and translations of five significant events or speech acts are appended. Over 60 references are listed. (MSE)

ED 302 639 CE 051 571

Vocational/Technical Education in Hawaii in Search of Excellence.
Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- Oct 88
NOTE- 14p.; Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Educational History; *Educational Trends; Futures (of Society); Postsecondary Education; Relevance (Education); Secondary Education; *State Programs; *Technical Education; *Vocational Education
IDENTIFIERS- Advisory Councils; *Hawaii

This brief booklet was designed to provide the general public with some basic information about vocational-technical education in Hawaii. It presents a verbal and pictorial collage depicting contemporary vocational-technical education in the islands. Topics covered include the following: the challenge of vocational-technical education; history of vocational-technical education in Hawaii; new directions for vocational-technical education; the population served; the rationale for occupationally oriented instruction; curriculum articulation; degree programs at the postsecondary level; career counseling and placement; financial assistance; minicourses; industry statewide technical committees; local advisory councils; and recognition. (KC)

ED 302 667 CE 051 665

Agricultural Production: Task Analysis for Livestock Production. Competency-Based Education.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 85
NOTE- 214p.; For related documents, see ED 301 671 and CE 051 666.
AVAILABLE FROM- Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060-2208 ($11.51).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; *Agricultural Production; *Behavioral Objectives; Community Colleges; Competency Based Education; *Course Content; Criterion Referenced Tests; Job Skills; Learning Activities; *Livestock; Postsecondary Education; *Task Analysis

This task analysis guide is intended to help teachers and administrators develop instructional materials and implement competency-based education in the agricultural production program. Section 1 contains a validated task inventory for the livestock production portion of agricultural production IV and V. Tasks are divided into six duty areas: performing general livestock duties and raising beef cattle, dairy cattle, swine, horses, and sheep. For each task, applicable information pertaining to performance and enabling objectives, criterion-referenced measures, and suggested instructional activities and aids are provided. In this section, tasks are arranged by worker duty area only, and the suggested task sequence list from Section 2 (as adapted by the local system) should be used to establish teaching order of the tasks. Section 2 provides descriptions of the agricultural production program and second- and third-year courses and suggests a task sequence listing and an outline for livestock production. The instructional topics within the course content outlines have been cross-referenced with corresponding task/competency codes from the task inventory in Section 1. A bibliography is followed by a listing of additional information and resources. (YLB)

ED 302 712 CE 051 744

Probation Officer Core Training Course Manual. Appendix C-2.
Standards and Training for Corrections Program.
California State Board of Corrections, Sacramento.

PUB DATE- 87
NOTE- 137p.; For related documents, see CE 051 717-725, 729-735, and 739-743.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Competency Based Education; *Core Curriculum; *Correctional Rehabilitation; Learning Activities; Lesson Plans; Postsecondary Education; *Probation Officers; *Statewide Planning
IDENTIFIERS- *California

This core training course manual is intended to introduce and explain California's Standards and Training for Corrections Program to local training providers and departments. It is divided into eight sections. The first section presents the major assumptions that guided the development of the training course. Section 2 describes the job of probation officer in terms of its overall mission, role and function in the California Criminal Justice System, major tasks and responsibilities, and knowledge and skill requirements. An overview of the core training course (including a course outline and master schedule) is presented next. Section 4 consists of daily course schedules. Each includes an hour-by-hour account of the topics to be presented, recommended instructional methods, and specifications for testing. The fifth section contains course performance objectives and design specifications, and the sixth section includes an index identifying the performance objectives to be included in each job knowledge, written skills, and behavior skills test in the course. Section 7 indexes performance objectives by core task. The final section lists all of the probation officer core tasks covered. (MN)

ED 302 770 CG 021 359

Steiner, Dirk D.; Rain, Jeffrey S.

Rating Variable Performance.

PUB DATE- 14 Aug 88
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; College Students; Higher Education; Interrater Reliability; *Measurement Techniques; *Performance Factors; *Rating Scales

Many empirical studies have examined factors that influence ratings of performance. This study examined the rating variable performance of a single individual. Serial position of a single poor or good performance in a series of otherwise good or poor performances was manipulated to examine its effects on both ratings and recommended actions toward the ratee. Undergraduate students (N=564) viewed four videotaped lectures either in one session or over 4 days.

Behavioral Observation Scale (BOS) ratings of performance across the four lectures were unaffected by a single poor performance in a series of good performances. Overall ratings on a one-item scale showed greater effects. In the single session conditions, a recency effect resulted such that the overall rating was given in the direction of the most recent performance. In the 4-day sessions, a single good performance did not elevate ratings of poor base performance; but a single good performance may have made establishment of a schema difficult and lowered ratings of good base performance. Similar results were also obtained for recommendations to punish the instructor. (ABL)

ED 302 923 EA 020 605

Crisci, Pat E.; And Others

Results of the Two-Year Pilot of the the Achievement Formula That Applies the Correlates of Effective Schools and Recommendations of the "Excellence" Reports To Predict, Monitor, and Enhance Student Achievement.

PUB DATE- Apr 88
NOTE- 94p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrator Effectiveness; Educational Assessment; Educational Quality; Elementary Secondary Education; *Excellence in Education; Input Output Analysis; *Instructional Effectiveness; Instructional Leadership; *Outcomes of Education; Program Effectiveness; Program Evaluation; *School Effectiveness; School Role; Teacher Effectiveness
IDENTIFIERS- *Effective Schools Research

This report disseminates the results of a two-year pilot study in three small rural Ohio school districts of an achievement formula that applies the correlates of effective schools research and recommendations of the "excellence" reports to predict, monitor, and enhance student achievement. Using regression formulas, the researchers found that attendance did not affect student achievement, but that a positive building climate, focus on basic skills acquisition, high teacher expectations of student performance, quality instruction, strong instructional leadership by the building principal, and frequent assessment of student outcomes are typical of schools whose students achieve at or above their expected levels. (JAM)

ED 302 981 EC 211 868

Campbell, Robert E.; And Others
A Construct Validation Study on the Behavior Dimensions Rating Scale for Use in Juvenile Correctional Facilities. A Research Report.
North Texas State Univ., Denton.
PUB DATE- 88
NOTE- 33p.; A part of Programs in Special Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Rating Scales; *Correctional Education; Correctional Institutions; *Delinquency; Delinquent Rehabilitation; Factor Analysis; Males; Test Norms; *Test Validity
IDENTIFIERS- *Behavior Dimensions Rating Scale

The report examines uses, advantages, and criteria for selection of behavior rating scales (BRSs) and their use with juvenile offenders, focusing in particular on the Behavior Dimensions Rating Scale (BDRS). Previously normed using a representative sample of behavior disordered and nonhandicapped males and females in grades K-11 (N=1,942), the present study sought validation of the BDRS in correctional education settings using a standardized sample of 641 males residing in 9 regionally diverse state-operated juvenile correctional facilities. The instrument was completed by teachers, and the factor structure of responses from youth correctional facilities was compared with the factor structure of responses in the original BDRS validation using multi-group confirmatory factor analysis. Results indicated that the BDRS is factorially equivalent for subjects in regular educational settings and for juvenile offenders in correctional institutions. Noting that the delivery of appropriate educational services is dependent upon the assessment process, the instrument's potential use by correctional facilities to assess individual educational and behavioral needs, monitor behavioral change, and evaluate program and therapeutic effectiveness is described. References are appended. (JW)

ED 302 681 CE 051 685

Packer, Arnold H.
Retooling the American Workforce: The Role of Technology in Improving Adult Literacy during the 1990s. Background Paper Prepared for Project on Adult Literacy.
Southport Inst. for Policy Analysis, Inc., CT.
PUB DATE- Dec 88

NOTE- 79p.; For related documents, see CE 051 679-686.
AVAILABLE FROM- The Project on Adult Literacy, Suite 415, 440 First Street, N.W., Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Computer Assisted Instruction; Cost Effectiveness; Delivery Systems; Educational Change; *Educational Technology; Federal Government; *Futures (of Society); Government Role; *Literacy Education; Microcomputers; Program Costs; *Program Improvement

An estimated 25 million American workers will need to upgrade their skills during the 1990s if the U.S. economy is to stay competitive. The contribution of computers and electronic technology to productivity in education still remains to be proved. In the 1990s, technology for adult basic skills training will mean interactivity, multimedia, and sufficient record keeping so as to improve instructional methodology. Without appropriate courseware to provide specified upgrading of skills, electronic technology is useless. When selecting educational technology to use in workplace literacy programs, directors must consider the size and expected life of the program, the leadership strategy adopted, and the resultant per-unit cost of instruction. Workplace literacy programs should be designed around a flexible technology-based system that would allow course materials to be "transportable" across different hardware systems and that would give providers the flexibility to invest in technology and use it to serve clients from different programs in the same class. It has been projected that a total investment of about $3.5 billion could serve 25 million workplace learners over the next decade. (An appendix discusses how much technology can cost while still resulting in cost savings for a course.) (MN)

ED 302 696 CE 051 722

Corrections Officer Physical Abilities Report. Standards and Training for Corrections Program.

California State Board of Corrections, Sacramento.

PUB DATE- 87

NOTE- 151p.; For related documents, see CE 051 717-725, 729-735, and 739-744. For appendix F, see CE 051 725.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Correctional Rehabilitation; Delinquent Rehabilitation; Employment Practices; *Employment Qualifications; *Entry Workers; Evaluation Criteria; Job Skills; *Personnel Selection; *Physical Fitness; Postsecondary Education; State Standards; State Surveys; Statewide Planning
IDENTIFIERS- *California; *Correctional Officers

A study examined the physical ability requirements for entry-level corrections officers in the California. The study, which was undertaken at the request of the California Board of Corrections, had the following objectives: statewide job analysis of the requirements of three entry-level positions in county agencies--corrections officer, probation officer, and juvenile counselor; development of selection standards and validation of entry-level selection procedures for these positions, and development of training standards and curricula for these positions. On-site observations and interviews were conducted with 578 incumbents and 205 supervisors at 20 agencies representative of the state with respect to geographic location. It was determined that performance standards should be developed for 11 physically demanding core tasks. These standards clearly define the minimum level of physical ability needed by entry-level corrections officers. (Appendices include evidence for physical abilities from critical incidents, telephone interviews, and surveys; and a sample medical screening form.) (YLB)

ED 302 800 CG 021 391

Hiebert, Bryan; Malcolm, Doreen
Cognitive Strategies for Mentally Handicapped Clients.
PUB DATE- Jan 88
NOTE- 21p.; Paper presented at the National Consultation on Vocational Counselling (14th, Ottawa, Ontario, Canada, January 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anger; *Behavior Modification; *Counseling Techniques; Foreign Countries; *Mental Retardation; *Self Control
IDENTIFIERS- Canada; *Cognitive Stress Inoculation Training

There is a need when working with mentally handicapped people to develop interventions that can be used within a self-control framework. One intervention that has demonstrated success in a self-control context with normally intelligent people is Cognitive Stress Inoculation Training (CSIT). In CSIT clients are taught to recognize current self-talk patterns that contribute to their stressful reactions and to change that self-talk so that it promotes more tranquil affect and more facilitative behavior. This study explored the viability of using CSIT with mentally handicapped people. A field study was conducted using subjects (N=10) who were residents in an urban residential treatment facility for mentally handicapped people. All subjects had at least one sensory impairment. The program was an adaptation of Stress Inoculation Training Program, presented within an instructional counseling context. In the first 3 weeks subjects were educated regarding the role of physiological arousal and self-talk in anger outbursts and generally prepared for the skill training that followed. Weeks 4 to 6 focused on acquiring skills for controlling anger. The last two sessions focused on switching to using anger control skills in the residential and work settings. Results suggest that CSIT was a useful strategy for teaching mentally handicapped people to control their anger outbursts and that the effects tended to persist after training was finished. (ABL)

ED 302 861 CS 506 510

Winsor, Jerry L.
U.S. Policies in Third World: An Economic Perspective.
PUB DATE- Apr 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Speech Association (Kansas City, MO, April 13-16, 1989).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Developed Nations; *Developing Nations; *Economic Factors; *Global Approach; Higher Education; International Relations; *Justice; *Peace
IDENTIFIERS- Environmental Awareness; *Global Survival; Liberation Theology

In order for genuine world peace to have a chance, communications professionals must consider a certain genre of communication--largely nonverbal and at a macroscopic level. There can be no lasting world peace where there is no world-wide principle of economic justice. The people of the industrialized power structures (seats of multinational corporations and centers of applied technology) have a moral obligation to seek means to protect a rapidly deteriorating world environment, to insure greater economic justice, and to lay a foundation for a just and lasting world order. This message must become grist for communication scholars and be the focus of classroom interactions. (Eleven references are attached.) (Author/MS)

ED 302 890 EA 020 545

Willis, George
What the Eight Year Study and the Humanities Curriculum Project Do and Do Not Have in Common.
PUB DATE- Apr 88

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Educational Change; Educational Development; Educational Improvement; Humanities; *Humanities Instruction; Secondary Education; Social Development
IDENTIFIERS- *Eight Year Study; *Humanities Curriculum Project

The Eight Year Study (EYS) and the Humanities Curriculum Project (HCP) are compared and contrasted on the basis of five hypotheses. First, EYS and HCP were similar in confounding conventional notions of success and failure. Second, both were manifestations of progressive education. Third, both arose in climates of unease over perceived breakdowns in social and educational consensus, but their strategies for coping with unease differed. Fourth, EYS and HCP used different strategies for promoting curriculum change. Fifth, EYS and HCP were similar in promoting new forms of curriculum evaluation but dissimilar in the specific forms they promoted. Appended are seven references. (SI)

ED 302 907 EA 020 575

Clark, Paul A.
A Case Study of Two Corsini 4R Magnet Schools.
PUB DATE- Nov 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; *Magnet Schools; *Nontraditional Education; *Program Evaluation; *School Effectiveness
IDENTIFIERS- *Blank (R K); *Corsini (Ray); Illinois (Joliet)

This case study researched how two Joliet, Illinois, Corsini 4R (C4R) magnet schools function for the purpose of measuring their effectiveness as an alternative learning paradigm to public school education. In C4R schools, students learn the four R's: Responsibility, Respect, Reasourcefulness and Responsiveness. Data generated from classroom observations and informal interviews with counselors, administrators, and teachers, and classroom observations support Blank's (1984) three generalizations about effective magnet schools: administrative flexibility, commitment to theme, and strong leadership from principals. The data also shows a fit between the C4R approach and the magnet school approach. In addition, the research confirms that the C4R approach is an effective way of monitoring and encouraging learning. (JAM)

ED 303 009 EC 211 897

Klein, Marsha Dunn
Feeding Techniques for Children Who Have Cleft Lip and Palate.
REPORT NO.- ISBN-0-88450-206-6
PUB DATE- 88
NOTE- 10p.
AVAILABLE FROM- Communication Skill Builders, Therapy Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($12.50 for 10, quantity discount available, add 10% for postage and handling; catalog no. 7484-Y).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Body Weight; Breastfeeding; *Cleft Palate; *Eating Habits; *Infants; *Parent Role
IDENTIFIERS- *Bottle Feeding; *Sucking Behavior

This pamphlet on feeding techniques for children who have cleft lip and palate emphasizes the role of the parent as part of a team involving many specialists. The pamphlet begins with explanations of complete and incomplete separations of the lip, unilateral and bilateral cleft lips, corrective surgical procedures, etc. The importance of weight gain and the problems caused by weak sucking are reviewed, with suggestions for nippling for babies with a cleft lip and with a cleft palate. Also covered are features to look for when choosing a nipple and procedures for introducing strained foods. (JDD)

DOCUMENT RESUME

ED 303 039 FL 017 775

Hoven, Debra
"What Is My Problem?" A Case Study of an Adult Indonesian E.S.L. Learner in Australia.
PUB DATE- Aug 87
NOTE- 18p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, New South Wales, Australia, August 16-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Case Studies; Cultural Differences; *English (Second Language); Field Dependence Independence; Foreign Countries; Higher Education; *Interference (Language); Language Proficiency; *Learning Strategies; Multilingualism; Second Language Learning; Teaching Styles
IDENTIFIERS- *Australia

A case study investigated the linguistic and social contexts of an adult Indonesian learner of English as a second language (ESL) in Australia, and how these factors affected his language learning progress. The learner, raised in Indonesia, was a young adult of Chinese descent. The discrepancy between the learner's perceptions of his own language proficiency and his teachers' perceptions and expectations was compounded by his inadequate command of his first language, which was caused by interference from his parents' Chinese and from other languages and dialects spoken within his social network. The learner's language learning strategies were examined through interviews and classroom observation over a six-month period. His preferred modes of learning were determined, and field dependence/independence as a learning factor was investigated. Appropriate teacher interventions and teacher-learner compatibility were addressed. The study concludes with a discussion of the extent to which this learner's problems are representative of learners with similar ethnic and social backgrounds, and of the teacher qualities and teaching styles best suited to this kind of learner. (Author/MSE)

DOCUMENT RESUME

HE

ED 303 053 HE 020 615

Johansson, Olof; Ricknell, Lars

Study Assistance in Ten European Countries: Overview and Conceptual Framework.

National Association of Student Financial Aid Administrators, Washington, D.C.; Umea Univ. (Sweden). Dept. of Political Science.

PUB DATE- May 87

NOTE- 86p.

AVAILABLE FROM- National Association of Student Financial Aid Administrators, 1776 Massachusetts Ave., N.W., Suite 100, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrative Policy; *Educational Finance; Educational Policy; Family Income; *Financial Support; *Foreign Countries; *Government Role; Grants; Higher Education; Parent Financial Contribution; Scholarships; Socioeconomic Influences; Socioeconomic Status; *Student Costs; *Student Financial Aid; Student Loan Programs

IDENTIFIERS- Austria; East Germany; England; *Europe; Finland; France; Hungary; Ireland; Poland; Sweden; Wales; West Germany

Fundamental features of the financial aid systems for college students in 10 European countries are described, as are the theoretical framework and research topics of the study on which this report is based. The study is intended to determine the per capita degree of subsidization in each country; to describe the effects of the financial aid program on socioeconomic recruitment to higher education; and to examine the decision-making process, particularly with regard to the consensus or conflict in the process and the knowledge of the effects of the program. The following chapters are prevented: (1) "Study Assistance--A Welfare Measure with Great Variation" (background of the study and the social and economic background of student aid in Europe); (2) "Descriptions of the Systems in the Different Countries" (Austria, England and Wales, West Germany, Finland, France, East Germany, Hungary, Ireland, Poland, and Sweden); (3) "Problems and Delimitation in a Comparative Analysis"; and (4) "Conceptual Framework" (the theories and sociopolitical context of the study). Contains 40 references. (KM)

DOCUMENT RESUME

ED 303 066 HE 022 086

Dey, Eric L.
College Impact and Student Liberalism Revisited: The Effect of Student Peers. ASHE 1988 Annual Meeting Paper.
PUB DATE- 5 Oct 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; *Liberalism; Longitudinal Studies; *Outcomes of Education; *Peer Influence; Social Control; Socialization; *Student College Relationship; *Student Development; Values
IDENTIFIERS- *ASHE Annual Meeting; College Outcomes Assessment

In this study, student liberalism is examined longitudinally to determine whether it changes as the result of being exposed to different educational environments. The effect of college on liberalism and the relative efficacy of different measures of the college environment are also addressed. The main focus is on the effect of student peers. Data were drawn from the 1983 Cooperative Institutional Research Program survey sponsored by the American Council on Education and the University of California at Los Angeles Higher Education Research Institute. Results indicate that the effect that college has upon liberalism appears to be due to socialization effects. Effects commonly attributed to the educational process may in fact be due to social forces that exist outside of college, suggesting that many of the findings related to affective student outcomes may need to be reexamined. While it is possible that changes in liberalism are due to cognitive or psychodynamic changes in students, these results indicate that involvement in different social systems affects liberalism differently. Colleges may not directly affect student values, yet bring students of different values together. Instead of developing and promoting values among students, colleges may simply serve as forums that reinforce generally held social values. Researchers may need to try to integrate more proximal measures of student experiences. By relying on structural characteristics to measure the college environment, they are adopting an imprecise frame of reference for interpretation. It is concluded that while college promotes liberalism, the effect is neither large nor universal, and college may now have a moderating rather than liberalizing effect. Contains 28 references. (SM)

DOCUMENT RESUME

ED 303 079 HE 022 099

Ross, Cynthia S.; Gardiner, John J.
Criteria for Pruning Academic Programs: Actual vs. Ideal. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Educational Assessment; Educational Planning; *Evaluation Criteria; Evaluation Methods; *Financial Support; Higher Education; *Program Evaluation; Program Termination; Research Universities; State Boards of Education
IDENTIFIERS- *ASHE Annual Meeting

Two decades following the publication of David G. Brown's "Criteria for Pruning Programs," (which recognized that traditional financial support to higher education was decreasing and proposed 10 guidelines for evaluating existing programs) a study was developed to determine what criteria are actually being used by comprehensive universities and state coordinating boards to determine which programs to reduce or eliminate. The study looks at the manner in which academic administrators perceive the relative value of each criterion in an ideal evaluation system, recognizing that this might differ a bit from what is happening in practice. A questionnaire was developed that operationalized Brown's guidelines for evaluating programs for possible reduction. The original criteria were modified to include centrality, critical mass, complementariness, program vitality, substitutability or duplication, cost benefit analysis, quality, demand, and uniqueness. Surveys were distributed to the vice chancellors for academic affairs of the 50 state higher education boards that are members of the State Higher Education Executive Officers, and 76 were distributed to public universities represented in the 50 states. It is concluded that the criteria suggested by Brown are still relevant today. The findings verify that Brown's nine modified criteria are the key factors used at both research university and state coordinating board levels for decisions resulting in program reduction or elimination. Tables are included along with a copy of the questionnaire and a listing of the institutions. (SM)

DOCUMENT RESUME

ED 303 092 HE 022 112

Hardy, Cynthia

University Context and Strategy Making. ASHE 1988 Annual Meeting Paper.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Nov 88
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988). Document contains broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Educational Administration; Higher Education; Influences; Institutional Characteristics; *Organizational Climate; *Policy Formation; *Retrenchment
IDENTIFIERS- *ASHE Annual Meeting; Canada; Strategic Planning

The way in which intraorganizational context can influence strategy making is shown by comparing six Canadian universities formulating retrenchment strategies. "Strategy" involves the components of the strategy, the process by which strategy is made, and the context in which strategy is formed. A variety of university contexts are identified with an emphasis on how they influenced the choice of strategy, processes of implementation, and outcomes. The nature of each university setting is examined by analyzing the behavior of the various interest groups and the relationships between them. The focus is on the key decision making groups in the university (the president's office, the deans, the senate, the board, and the faculty association). Certain university contexts are identified, and the link between them and the retrenchment strategy is discussed (the decentralized collegium, the technocratic bureaucracy, the sectarian university, the collegial bureaucracy, and the centralized collegium). A link between retrenchment strategies and the university context is demonstrated. Contains 38 references. (SM)

DOCUMENT RESUME

ED 303 105 HE 022 131

Enslev, Lisbeth; And Others
Changing Patterns of Finance in Higher Education. Country Study: Denmark. OECD Educational Monographs.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- Oct 88
NOTE- 37p.
AVAILABLE FROM- OECD, 2, rue Andre Pascal, 75775 Paris CEDEX 16 France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Educational Finance; Educational Planning; Finance Reform; Financial Support; Government School Relationship; *Higher Education; National Programs; *Public Policy; State Aid
IDENTIFIERS- *Denmark

A country study on Denmark is presented as part of a series prepared by the Organisation for Economic Cooperation and Development (OCED) Education Committee activity on changing patterns of finance in higher education. In Denmark, postsecondary institutions are the direct responsibility of the state. Some central problems are to strike a balance between the supply and demand for graduates, draw up a plan in conformity with financial realities and the intentions of public authorities, and implement plans bearing in mind the traditional autonomy of higher education institutions. Attention has focused on the intake of students, the fixing and distribution of total resources, and planning of the structure and content of studies. Using a system of central planning, the Danish accept students to courses with good rather than bad employment prospects and to courses rationally distributed among the institutions. This system signals which courses will offer good employment prospects. Admission policies are linked to the availability of resources. By the integrated planning of admissions and financial aspects, courses can be reoriented in the desired direction. This budget model is supplemented by new planning instruments. The change comprises a number of financial aspects, including the possible introduction of fees for certain higher education courses and the option of institutions raising revenue for their own consumption by marketing courses and other products. Twelve statistical tables are appended.. Contains 22 references. (SM)

DOCUMENT RESUME

ED 303 119 HE 022 147

Financial Report of Ontario Universities, 1987-88. Volume II--Affiliated and Federated Colleges and Universities.
Council of Ontario Universities, Toronto.
REPORT NO.- ISBN-88799-233-1.
PUB DATE- Nov 88
NOTE- 269p.; For related documents, see HE 022 146-148.
AVAILABLE FROM- Council of Finance Officers, Universities of Ontario, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4 Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Related Colleges; *Educational Finance; Expenditures; Financial Support; Foreign Countries; Higher Education; *Income; *Money Management; *Operating Expenses; Theological Education
IDENTIFIERS- *Ontario

Detailed information is provided on the revenues and expenses and changes in fund balances at all Ontario universities for the fiscal year ending in 1988. Volume II provides information on the 22 church-related colleges, universities, and seminaries that receive financial support from the Ontario Government through the university with which they are federated or affiliated. Twelve tables provide summary information for affiliated and federated institutions. Tabular data are then provided for each of the 22 institutions. The tables cover types of expenses and general and restricted funds. (KM)

DOCUMENT RESUME

ED 303 133 HE 022 164

Astin, Alexander W.; And Others
The American Freshman: National Norms for Fall 1988.
American Council on Education, Washington, D.C.; Higher Education Research Inst., Inc., Los Angeles, Calif.
PUB DATE- Dec 88
NOTE- 245p.
AVAILABLE FROM- Higher Education Research Institute, Graduate School of Education, 320 Moore Hall, University of California, Los Angeles, CA 90024-1521 ($17.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; College Students; *Full Time Students; Higher Education; *National Norms; National Surveys; *Student Characteristics; Student College Relationship; *Student Educational Objectives; Values
IDENTIFIERS- *ACE UCLA Freshman Survey; *Cooperative Institutional Research Program

The 23rd annual report of national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen is presented. This project of the Cooperative Institutional Research Program of the American Council on Education and the Graduate School of Education at the University of California, Los Angeles, assesses the effects of college on students. Information is provided on the American freshman (national norms for fall 1988) and the 1988 national norms (type of institutions and control for men, women, and all freshmen). The major stratifying factors are institutional race, control, type, and the selectivity level of the institution. Survey results include: freshman participation in all major federal financial aid programs continues to decline; the 18-year rise in freshman interest in business majors may have peaked; there is a modest increase in the proportion of students planning to pursue nursing careers; there is rising interest in teaching careers; and 72.6% say concerns about jobs and money are reasons why they attend college. Seven appendices show: research methodology; 1988 student information form; coding scheme for collapsed items; participating institutions; precision of the normative data and their comparisons; sample report furnished to campuses; and some comments on comparing certain survey results from various versions of the norms report. Two summary reports are also attached. Along with 4 tables and 13 figures, the report contains 12 references. (SM)

DOCUMENT RESUME

ED 303 148   IR 013 618

Steenland, Sally
Prime Time Women. An Analysis of Older Women on Entertainment Television.
National Commission on Working Women, Washington, D.C.
PUB DATE- 84
NOTE- 30p.; For related reports, see IR 013 616-622.
AVAILABLE FROM- National Commission on Working Women, 1325 G Street NW, Lower Level, Washington, DC 20005 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Commercial Television; *Employed Women; *Middle Aged Adults; *Older Adults; *Programing (Broadcast); *Sex Role; Sex Stereotypes; Television Research

This study examined the portrayal of women over the age of 50 on television, analyzed the demographics of older female television characters and compared them with their real-life counterparts, and examined the social message presented by the characters and programs. Analyses of data gathered from prime time network entertainment programs featuring older female characters indicated that, although older women are more positively portrayed than they were 20 years ago, the television characters are just as unrealistic as the negative portrayals were. The older women characters appear more glamorous than their real life counterparts, often look extremely youthful for their age, and do not face as many of the problems that their real life counterparts do. As is the case with race portrayals, television often ignores the realities of situations, and thus, women are not depicted dealing with such real life issues as age discrimination, aging parents, and economic self-sufficiency. In order to portray aging more realistically, television networks must hire more producers and writers who are themselves older and who can write from their own life experiences, or who can develop links with older persons so that their stories can be told. The broadcast industry should also reach out to advocacy groups for older women in an effort to make portrayals more realistic, and older viewers should let their opinions be known through letters to the networks. (EW)

DOCUMENT RESUME

ED 303 164 IR 052 614

Schieber, Philip, Ed.; And Others
A Guide to Special Collections in the OCLC Database.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
REPORT NO.- ISBN-1-55653-025-0
PUB DATE- 88
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Bibliographic Databases; Bibliographic Utilities; *Cataloging; Foreign Countries; Higher Education; *Information Networks; Information Retrieval; *Library Collections; Machine Readable Cataloging; *Online Catalogs; Online Searching; Research Libraries; Telecommunications; Users (Information)
IDENTIFIERS- Nonprofit Organization Program; *OCLC

This guide begins by describing the OCLC database, including ways in which it is used by librarians and library patrons; countries reached by OCLC; programs intended to enrich the database, e.g. retrospective conversion projects; cataloging formats (books, serials, sound recordings, musical scores, audiovisual media, maps, archives and manuscripts, and machine-readable data files); and vignettes of the database (OCLC coverage of Shakespeare and Bach, the top 100 authors and the top 25 composers in the database, and a brief discussion of special collections). An annotated listing of the special collections of OCLC member libraries that are cataloged in the OCLC database is then presented. This list is arranged alphabetically by state, then alphabetically by institution within each state, and a subject index to these entries (which constitute only a fraction of the database) is provided. Four appendixes include lists of languages in the database, Title II-C "Strengthening Research Library Resources Program" projects, and major microforms projects in member libraries. A brief description of the OCLC online union catalog concludes the guide, and a brief questionnaire inviting reader comments and suggestions is attached. (CGD)

DOCUMENT RESUME

ED 303 178 IR 052 628

Information Systems for Government and Business: Trends, Issues, Challenges. Proceedings of the Kawasaki International Seminar on the Information Systems Challenge for Government and Business (2nd, Kawasaki City, Japan, July 21-24, 1987).

United Nations Centre for Regional Development, Nagoya (Japan).

REPORT NO.- ISBN-4-906236-00-6
PUB DATE- 88
NOTE- 592p.; For the report and summary from this conference, see ED 293 548.
AVAILABLE FROM- United Nations Centre for Regional Development, Nagono 1-47-1, Nakamura-ku, Nagoya 450, Japan ($20.00 for developed countries, $15.00 for developing countries).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - General (050)
Reports - Research/Technical (143)
DESCRIPTORS- *Business; Case Studies; Developed Nations; Developing Nations; Foreign Countries; Information Networks; *Information Systems; *Information Technology; Management Information Systems; Microcomputers; *Professional Training; *Public Administration; Scientific and Technical Information; Technological Literacy; Telecommunications; *Urban Planning; User Needs (Information)
IDENTIFIERS- Remote Sensing

The 25 papers in this proceedings were presented by national and international information systems experts, development planners, and scholars at a seminar that was jointly sponsored by the United Nations Centre for Regional Development and the city of Kawasaki, Japan. Designed to reach a wider group of interested planning practitioners and information systems specialists, the report begins with two keynote addresses: "Information Technology and Regional Development--Challenges and Opportunities for Developing Countries" (Hidehiko Sazanami); and "Public/Private Partnerships in Information Systems in Public Administration" (Jean V. Salmona). The texts of 22 papers are then presented in five categories: (1) The Challenges of Information Systems Today; (2) Comparative Case Studies of Information Systems Projects; (3) Training in Information Systems; (4) Developing and Implementing Effective Information Systems Strategies; and (5) The Advanced Information City. A synthesis of the findings of research on information systems implementation in developing countries concludes the report. Countries represented in the individual presentations include China, Indonesia, Japan, the Netherlands, Singapore, and Thailand. Introductory materials include an annotated listing of the presented papers, and a list of contributors which includes their addresses is attached. (CGD)

DOCUMENT RESUME

ED 303 192 JC 890 043

Black, Ralph; Klein, Charlie
AIDS Policies and Resources for Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Sep 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Administration; Civil Rights Legislation; *College Role; Community Colleges; *Community Information Services; Documentation; *Educational Policy; Governing Boards; Intercollegiate Cooperation; Prevention; Program Development; Program Evaluation; *Program Implementation; Public Affairs Education; *Public Health Legislation; Public Policy; State Legislation; Statewide Planning; Student Participation; Two Year Colleges; Volunteers
IDENTIFIERS- *California

This report was developed to assist California community college districts in developing policies and educational programs to prevent the further spread of Acquired Immune Deficiency Syndrome (AIDS). First, the report discusses the epidemiology of AIDS, and outlines institutional and legislative actions taken to provide public education about the disease and to protect people with AIDS. The policy statement developed by the Board of Governors of the California Community Colleges is followed by guidelines for the development of educational plans and policies at the district level. Next, the report considers various models for AIDS education, stressing that education should: (1) be designed to prevent the further spread of the virus and to dispel myths about the spread of the disease; (2) be coordinated in an authoritative and professional manner; (3) consider particular campus needs; (4) provide referrals and literature; (5) include the education of administrators, faculty and staff; (6) include networking between and outreach to other colleges; (7) encourage volunteerism; and (8) incorporate evaluation and documentation procedures. The final section lists selected resources on AIDS; e.g., educational planning and curricular materials, brochures, videotapes, slides, and information for employees. Lists are also provided of county health officers, alternative test sites, telephone hotlines, newsletters, support and service organizations, funding sources, first aid guidelines, and other sources of information. Appendixes analyze legal issues and developments, present results of a college AIDS survey; and provide the American College Health Association's General Statement on Institutional Response to AIDS. (AJL)

DOCUMENT RESUME

ED 303 206 JC 890 062

Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1987-88. Volume 23.

North Carolina State Dept. of Community Colleges, Raleigh. Div. of Planning and Research Services.

PUB DATE- Dec 88
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Students; College Transfer Students; Community Colleges; Employment Programs; *Enrollment; *Enrollment Trends; Extension Education; Females; Full Time Equivalency; Majors (Students); Males; Minority Groups; School Statistics; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *North Carolina

Official enrollment statistics are presented for the 58 institutions in the North Carolina Community College System, including detailed enrollment data for 1987-88 and summary data for previous years. Following introductory material and a glossary of terms, tables and graphs are presented, covering: (1) student enrollment by institution and quarter, 1987-88; (2) student enrollment by program area, 1958-59 through 1987-88; (3) student enrollment by sex and race by type of program, 1987-88; (4) curriculum and extension program student enrollment by age, race, and sex, 1987-88; (5) geographic origin of students, 1987-88; (6) full-time equivalent (FTE) enrollment by quarter, 1987-88, and by program area, 1968-69 through 1987-88; (7) 1987-88 FTE in college transfer, general education, technical education, vocational education, academic extension, adult high school, avocational extension, occupational extension, practical skills extension, adult basic education, compensatory education, regular budget extension, learning laboratory, New and Expanding Industry, Human Resources Development, and self-supporting and recreational programs; and (8) total average annual FTE. Appendixes chart enrollments and trends for 1978-79 through 1987-88. (AAC)

DOCUMENT RESUME

ED 303 220 JC 890 077

Novak, Virginia E.; Radcliffe, Susan K.
Howard Community College Enrollment Projections: Fiscal Year 1989 and Fiscal Years 1990 through 1994. Research Report Number 55.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
PUB DATE- Dec 88
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age Groups; *Cohort Analysis; Community Colleges; *Enrollment Projections; Models; *Population Trends; Two Year Colleges; *Two Year College Students

Enrollment projections for Howard Community College (HCC) are made using an age cohort model that assumes that HCC will continue to enroll the same proportion of students in each age group as are represented in the current student population. Projections are made by calculating the ratio of HCC students in each age group to the number of county residents in the same age groups. These ratios are applied to population projections provided by the Maryland State Planning Center in order to derive enrollment projections. Projections for fiscal year (FY) 1989 fall enrollments using this model came within 3.76% of actual enrollments. There are three major sources of potential errors and/or differences with this model: (1) possible errors in the state planning projections; (2) fall 1988, a year with a high participation rate, is used as the model year; and (3) the model does not consider the effect of tuition increases, if any, or other economic factors. Other factors that may affect enrollments are population growth, unemployment rates, and trends in the numbers of Howard County high school graduates. To account for a variety of unexpected factors, as well as the error margin inherent in any model, moderate projections are bracketed with low projections, which use fall 1987 as the model year for credit enrollment, and high projections, which attempt to include changes in courses and programs designed specifically to increase enrollment. The bulk of the report consists of charts and tables showing past enrollments and projections through 1994. (AJL)

DOCUMENT RESUME

ED 303 233 PS 017 476

Smith, Anne B.; And Others
Three's Company? An Evaluation of the Effect of a Third Teacher in Selected Kindergartens. Abridged Version of Report.
Otago Univ., Wellington (New Zealand). Education Dept.
PUB DATE- Mar 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Classroom Observation Techniques; Classroom Research; Comparative Analysis; Foreign Countries; Interviews; *Kindergarten; Kindergarten Children; Parent Attitudes; *Peer Relationship; Primary Education; *Student Improvement; Teacher Attitudes; *Teacher Student Ratio
IDENTIFIERS- *New Zealand

An evaluation was made on the effects of an improved staff ratio in New Zealand kindergartens. Aspects of four typical kindergartens staffed by two teachers were compared with aspects of four kindergartens that were provided with a third teacher. Data were collected from teachers, kindergarten children and parents. Findings indicated that the introduction of a third teacher was associated with a statistically significant reduction in children's negative behavior in relation to peers. Children had more positive play with peers, talked more, and interacted more with teachers after the third teacher arrived. After the third teacher was introduced, teacher behavior showed fewer changes than did child behavior, but teachers in the third-teacher kindergartens made more nonverbal initiations to children, talked more to parents, were more involved in children's play, and talked more to each other. Teachers believed that the introduction of a third teacher needed to be accompanied by considerable in-service work on leadership and management, and some findings lent credence to that belief. Adult-child ratios did not improve as much as expected in kindergartens with three teachers. It was concluded that the third teacher was a valuable addition, and that transition support should be provided. (RH)

DOCUMENT RESUME

ED 303 248 PS 017 745

Sharma, Vandana
A Transitional Services Model for Preschool Children Preparing To Enter Kindergarten Involving Parents, Teachers, and Public Schools.
PUB DATE- 88
NOTE- 130p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Compensatory Education; Disadvantaged Youth; Early Childhood Education; *Educational Cooperation; *Kindergarten; *Parent Participation; *Preschool Children; *Staff Development; *Transitional Programs
IDENTIFIERS- Pennsylvania (Alleghany County); *Project Head Start

A practicum designed to facilitate the transition of Head Start children to kindergarten was implemented by the education coordinator of a Head Start program. The program served 945 poverty-level children in 35 classrooms and 20 home-based sites in 35 school districts in Allegheny County, Pennsylvania. Practicum goals were to prepare children for transition to public school, train parents to aid in transition, and promote cooperation between Head Start and public school districts. Objectives were as follows: (1) training selected Head Start staff to identify transition needs of graduates and work with parents to address children's needs; (2) fostering mutual understanding of Head Start and public school elementary programing through an information sharing and site visitation system; and (3) training up to 100 parents in strategies they could use in transition activities with their children at home during the summer. As a result of the practicum: (1) an interagency task force developed a checklist of kindergarten prerequisite skills; (2) cooperation between the two agencies increased; (3) parents acquired skills they needed to work with the children; (4) cross-site visitation increased awareness between sending and receiving teachers; and (5) parent participation increased. Related materials making up one-third of the document, are appended, including assessment forms and the kindergarten prerequisite skills checklist. (RH)

DOCUMENT RESUME

ED 303 263 PS 017 778

Armga, Carol Joan
Demographic and Professional Dimensions of Child Care Providers.
PUB DATE- 87
NOTE- 124p.; Master's Thesis, Utah State University. Some pages in appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; *Day Care; Day Care Centers; *Demography; Early Childhood Education; *Professional Personnel; *Profiles; Questionnaires; Research Methodology; *Standards
IDENTIFIERS- Idaho (Boise); Oregon (Eugene); *Professionalism; Utah (Salt Lake City)

Questionnaires completed by 226 child care providers in licensed child care centers in Salt Lake City, Utah; Eugene, Oregon; and Boise, Idaho were used to develop a demographic profile of current child care providers in the three states. The instrument assessed dimensions of professionalism in the day-to-day activities of child caregivers. Findings indicated that a demographic profile created by a cross-sectional sample of child care providers differed markedly from a profile created by a sample based on professional affiliation. Statistical analyses indicated that level of education significantly affected caregivers' sense of the extent of their knowledge about aspects of their work. Data further indicated that the interaction of education and length of employment as a caregiver significantly affected orientation to community. Only one-third of the workers had a degree at the baccalaureate or a higher level. Most did not belong to a professional organization. Less than half read professional journals. Discussion of findings focusses on the professional status of child care. Recommendations for enhancing the professional status of the field are offered. Over 50 references are cited. Related materials, such as the questionnaire, data collection protocol, and other data collection forms, are provided in 13 appendices. (RH)

DOCUMENT RESUME

ED 303 278 PS 017 804

Newman, Joan A.
Retention/Promotion/Transition in the Early Grades: A Research Brief.
Educational Service District 189, Mt. Vernon, Wash.
PUB DATE- Apr 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Decision Making; Early Childhood Education;
*Educational Policy; Educational Practices; *Grade Repetition;
*Models; *Student Promotion; *Transitional Programs

In general, retention at any grade level has not improved student achievement or social adjustment. Skimpy data on transition rooms seem to indicate that they are not very successful either. The reasons that have been given to explain why retention has not worked range from the school's inability to diagnose student needs to rigid curriculum and modes of instruction which have not addressed the culture, style, or initial skill level of incoming children. Mere repetition of a given grade has only served to widen the gap between retained and promoted children. When retention has worked, it has been in the earliest grades, when diagnosis has been careful and accurate; special resources have been applied; and individual needs and styles have been given close attention. Sections of this research brief: (1) provide background information on nonpromotion; (2) probe related issues; (3) outline decision models for retention-promotion policies; and (4) indicate alternatives to retention. (RH)

RC

DOCUMENT RESUME

ED 303 292 RC 016 923

Lecours, Sylvie
Multicultural Resources for Literature. Grade One to Grade Six. Grade Seven to Grade Twelve.
Manitoba Dept. of Education, Winnipeg. Multiculture Education Resource Centre.
PUB DATE- Aug 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Secondary Education; Ethnic Discrimination; *Instructional Materials; *Multicultural Education; Racial Bias
IDENTIFIERS- Canada

This bibliography provides teachers with a list of titles in literature that are available through the Multiculture Educational Resource Centre in Winnipeg, Canada. The citations are annotated and indicate appropriate grade level. Some of the books included in the bibliography depict the history of ethnic immigration in North America, while others deal with such topics as racism, prejudice, and discrimination. All the books portray the multicultural nature of Canadian society. The majority of the books were published in Canada; however, some were published in the United States and Great Britain. (KS)

DOCUMENT RESUME

ED 303 306 RC 016 947

The CA Rural Knowledge Bowl Adds Action to Economics.
Communicating for Agriculture, Fergus Falls, MN.
PUB DATE- 88
NOTE- 12p.; These materials were prepared for the fifth year of the Annual Communicating for Agriculture Rural Knowledge Bowl, conducted from October, 1988, through February, 1989.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advance Organizers; *Economics Education; Rating Scales; Resource Materials; Rural Development; *Rural Economics; Secondary Education; Study Guides

Information in these guides was distributed to participants in the Communicating for Agriculture Rural Knowledge Bowl in ten states: Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Iowa, Wisconsin, Georgia, Montana, and Tennessee. The materials are designed for secondary students and deal with rural economic development and the impact of current events on rural economics. The Teacher's Guide provides a glossary of terms and phrases describing circumstances and trends in rural community development. The Student Study Guide contains information, direction, and case studies on rural development. This document lists 20 characteristics of a successful community. It also includes a scale on which students may rate their communities' potential with respect to these characteristics. (ALL)

DOCUMENT RESUME

ED 303 321 SE 050 272

Scientists in the Classroom. One School District's Experience with Science and Mathematics Volunteers in Elementary and Secondary Schools.

District of Columbia Public Schools, Washington, D.C.; Federal City Council, Washington, DC.

PUB DATE- 87

NOTE- 42p.

AVAILABLE FROM- National Association of Partners in Education, 601 Wythe Street, Suite 200, Alexandria, VA 22314 ($10.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Elementary School Mathematics; *Elementary School Science; Program Descriptions; *Program Development; Program Evaluation; Science Instruction; *Secondary School Mathematics; *Secondary School Science; *Volunteers

The Science/Math Education Project of the Federal City Council and the District of Columbia Public Schools began as an experiment to determine whether scientists, mathematicians, and engineers could be recruited from their daily professional responsibilities to serve as volunteer tutors, lecturers, or mentors to students in the public elementary and secondary schools. They also wanted to know if the presence of these professionals in the school would have a positive effect on the interest of the students in science and mathematics careers. This report details many of the operations of this project with particular attention to the role of the sponsors, volunteers, teachers, and students. Included is an estimate of the time and effort which were required to create and manage this activity. Appendices include: a sample recruitment pamphlet and poster; volunteer questionnaire, application, and registration forms; intraschool memoranda; a volunteer evaluation form; a volunteer survey form; and student surveys for science and mathematics. (CW)

DOCUMENT RESUME

ED 303 337 SE 050 295

Miller, Jon D.
The Origins of Interest in Science and Mathematics.
PUB DATE- Apr 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grade 7; Interests; Junior High Schools; *Longitudinal Studies; Middle Schools; *Science and Society; *Secondary School Mathematics; *Secondary School Science; *Student Attitudes; Student Interests; Technological Advancement; Technology
IDENTIFIERS- *Longitudinal Study of American Youth

Children in the United States and other industrialized countries grow to adulthood in an age of science and technology. Satellites, television sets, microprocessors, and microwave ovens are as common as the sun and trees. The context of socialization to adulthood in the last half of the 20th century is far different in kind than any previous socialization environment. It is likely that the socialization environment for our grandchildren will be characterized even more strongly by science and technology. Despite these changes in the socialization environment, there has been little systematic study of the effects of growing up in a scientific and technological world on the formation of attitudes toward science and technology. Some commentators have claimed to have found alienation toward science and technology, while others think that it has captured the imagination of newer generations. The Longitudinal Study of American Youth (LSAY) is one effort to better understand the process of socialization and attitude development toward science and technology and citizenship. This paper presents the preliminary results from the LSAY base year 7th-grade data set to examine the origins of student interest in science and mathematics, using a set of multivariate log-linear models to examine the structure of parental and peer influences on the student's attitudes. (CW)

DOCUMENT RESUME

ED 303 353 SE 050 337

Lockheed, Marlaine E.; And Others
Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 85
NOTE- 194p.
AVAILABLE FROM- Educational Testing Service, CC6121, Princeton, NJ 08540 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Computer Science Education; *Ethnic Groups; Intermediate Grades; Intervention; Junior High Schools; *Mathematics Education; Middle Schools; Minority Group Children; *Minority Groups; Participation; Performance; *Science Education; Sex Bias; *Sex Differences
IDENTIFIERS- *Ethnic Differences

During the past several years considerable national-level attention has been focused on the state of American public education in mathematics, science and technology. There is, among the several policy reports, substantial agreement that student achievement levels in mathematics are lower than is desirable and the opportunity to learn mathematics, science and technology is at present not fairly and evenly provided to all students. In particular, large numbers of minority youngsters and those who go to inner-city schools are below grade level in mathematics achievement by grade five. Girls, too, show disparities in interest, participation and achievement, but for different reasons. The situation for minority girls is even more complex. The goal of this study was to conduct a comprehensive review of the research and intervention literature on math, science and computer learning among girls, minority students and inner-city students in grades four through eight. Chapters concern: (1) the studies used in this report; (2) differences and similarities in participation; (3) differences and similarities in performance; (4) factors related to performance and participation; (5) intervention programs; and (6) summary and recommendations. Appendices include lists and tables of meta-analysis, a directory of intervention programs, and a bibliography of 290 references on this topic. (CW)

DOCUMENT RESUME

ED 303 367 SE 050 357

Wiser, Marianne; Kipman, Daphna
The Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-88-20
PUB DATE- Apr 88
NOTE- 55p.; Draft article of a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Grade 9; Grade 11; *Heat; Laboratory Experiments; Laboratory Procedures; *Misconceptions; Physics; *Science Instruction; Science Tests; Scientific Concepts; Secondary Education; *Secondary School Science; *Temperature
IDENTIFIERS- *Laboratory Interfacing

This paper describes the characterization of a student's framework of heat and temperature, and the development of a microcomputer-based laboratories (MBL) intervention program for grade 9 and grade 11 students. The report presents the results of classroom study, including interview questions and answers and pretest/posttest, from experimental and control groups. In the posttest, the students in the experimental group displayed a firmer grasp than the control group students of the various thermal concepts, laws, and principles, both at the theoretical and applied levels. Their knowledge formed a more integrated whole, and they showed fewer remaining misconceptions. Finally, they were more able to relate phenomena at the macro level to molecular events. (YP)

DOCUMENT RESUME

ED 303 382 SO 019 561

Thompson, Patricia J.
Hestian Feminism.
PUB DATE- 26 Mar 88
NOTE- 23p.; Paper presented at the Annual Meeting of the Women's Scholarship Conference (6th, Bronx, NY, March 26, 1988). For related document, see SO 019 564.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Females; *Feminism; Liberalism; *Life Satisfaction; Marxism; *Philosophy; Socialism; Social Science Research; Theories
IDENTIFIERS- Feminist Scholarship; *Hestian Feminism; Radicalism

To explain Hestian feminism, named for Hestia, the Greek goddess of hearth and home, this paper examines six mainstream feminist perspectives to expose the dilemma of domesticity within feminism. A basic tenet of liberal feminism is the extension to women of the citizenship rights enjoyed by men, but Hestian feminism acknowledges that women may have either a domestic (Hestian) or a public (Hermean) orientation. Domestic, material, and cultural feminism explains how women historically have been domestically-oriented while they maintained their feminist perspectives. A re-examination of Marxism from the Hestian perspective provides an alternative view on the household and family. Radical feminism and Hestian feminism are compatible because both perspectives encourage making the private domain visible. The last perspective, socialist feminism, seeks to synthesis Marxism and radical feminism and provides a systematic way to reconceptualize the private domain. A 31-item bibliography is included. (DJC)

DOCUMENT RESUME

ED 303 398 SO 019 641

Kirkwood, Toni Fuss

Discovering China: A Three Week Teaching/Learning Unit for Upper Elementary Grades.

PUB DATE- Mar 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Class Activities; Cultural Activities; *Cultural Awareness; Foreign Countries; *Geography Instruction; Global Approach; Instructional Materials; Intermediate Grades; Social Studies; Units of Study
IDENTIFIERS- *China

The purpose of this three-week teaching unit on China is to promote interest in the People's Republic of China, to investigate China's role in world politics, and to promote cultural awareness. Chinese culture and geography are covered while research skills, group work, and oral presentations are stressed through assignments. The unit contains: (1) objectives; (2) teacher's instructions; (3) a daily outline of activities; (4) suggested additional activities; (5) required resource materials; (6) a list of 10 films; (7) an outline map of China; and (8) a teacher's comment sheet. The first appendix contains a list of curriculum materials, supplementary curriculum materials, and a list of realia for the China chest, and in the second appendix, a story using English words and Chinese characters, is provided along with a glossary. (DJC)

DOCUMENT RESUME

ED 303 413 SO 019 679

Parker, Franklin
Behind School Reform, USA-England: Economics and Equity.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Development; Economic Factors; *Economics; *Economics Education; *Educational Change; Educational Development; Educational Improvement; *Educational Quality; Elementary Secondary Education; *Equal Education; Foreign Countries
IDENTIFIERS- *England; *Wales

Educational planners know that international leadership in the 21st century will require a workforce that is: (1) skilled in science and technology; (2) able to provide better products and services; and (3) trained to solve problems by creative, innovative, and critical thinking. School reform is needed to enhance the potential leadership for this economic growth and to equalize the quality of education for all citizens. This paper traces school reform efforts in the United States, England, and Wales since the 1960s and highlights selected books, laws, reports, and programs that relate to reforms in economics education or educational equity. The document suggests that educational organizations are striving for improvements and that voters decide the speed and quality of the changes by whom they elect and how strongly they demand reform action. References are included. (JHP)

DOCUMENT RESUME

ED 303 429 SP 030 843

McHaney, Jane; Impey, William
Staff Development: A Review of the Literature on Effective Programs and Recommendations for Future Program Development.
PUB DATE- 10 Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Research; Elementary Secondary Education; Inservice Teacher Education; Program Design; *Program Development; *Program Effectiveness; *Program Evaluation; *Staff Development

This paper presents a review of the research and professional literature on staff development, an analysis of the characteristics associated with effective staff development programs, and recommendations for the design of effective staff development programs based on that research. The studies cited deal with: (1) the functions of staff development programs; (2) characteristics of a coherent program of staff development; (3) essential elements of effective staff development programs; (4) features of effective staff development programs; (5) a research-based process for designing inservice education; (6) a model of an effective tool for analyzing the evaluation staff development programs; and (8) assessing and improving the effectiveness of a staff development program viewed as a curriculum development problem. Thirty-three references are included. (JD)

ED 303 040 FL 017 777

Correa-Beningfield, Margarita
On the Interaction of Prototype and Language Transfer.
PUB DATE- 10 Mar 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Contrastive Linguistics; *English; *Interlanguage; Language Processing; Learning Processes; *Prepositions; Second Language Learning; *Spanish; Transfer of Training

A study compares and contrasts a set of English and Spanish prepositions of location in the context of prototype theory. It seeks to establish the prototype concept of each preposition and the degrees of prototypicality by testing for native-speaker choices of examples that illustrate best the most basic use of the preposition. The prepositions studied are "in, on, at, and over" (English) and "en and sobre" (Spanish). The study also tests the hypothesis that the English preposition whose prototype corresponds most closely to the prototype of a given Spanish preposition tends to be preferred to other prepositions by Spanish speakers learning English, regardless of whether or not it is appropriate, in contexts in which that Spanish preposition would be used. Four instruments were designed to determine prototype concepts and degree of prototypicality. It is concluded that some prepositions are describable in terms of prototypes and others are better stated in terms of an abstract set of defining features. In addition, there appear to be "latent" prototypes that may not be elicited easily except under certain conditions, such as the need to express oneself in another language. (Author/MSE)

ED 303 093 HE 022 113

Williamson, Marvel L.
What Do College and University Presidents Really Do? An Inside Look at Presidential Work. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; College Administration; *College Presidents; Efficiency; Higher Education; *Job Simplification; *Occupational Information; Productivity; *Time Management
IDENTIFIERS- *ASHE Annual Meeting

The work content of eight midwestern college and university presidents is defined and described through direct observation of daily activities. This was done as a critical first step in a line of research which can eventually propose effective presidential work behaviors. Besides discovering how time is used, the study finds that due to the volume of input and requests, presidents cannot personally meet most demands and also accomplish organizational success. Concepts identified from the structured and unstructured data led to the development of the Williamson Wall Model of Presidential Work, a framework for future testing of hypotheses about presidential effectiveness. One week of data collection was spent with each of the eight presidents in the final sample. (These eight represent a consent rate of 33% of the potential respondents whose colleges met the study criteria). One of the key outcomes was the conclusion that there is a great deal of work directed to the president that cannot, should not, and must not be done by the president personally, if at all. Proper presidential work should be defined in part as fulfilling the needs that only the president can meet for the organization, with priorities and goals focusing the work. The four themes (or building blocks for presidential work leading to organizational success) resulting from this study are: (1) antecedents (preexisting resources at the school or within the president's personality), (2) aura (power of the presidency), (3) actions (consciously chosen goals), and (4) advancements. Tables are included. Contains 15 references. (Author/SM)

ED 303 120 HE 022 148

Financial Report of Ontario Universities, 1987-88. Volume III--Physical Plant Operating Expenses.

Council of Ontario Universities, Toronto.
REPORT NO.- ISBN-88799-234-X.
PUB DATE- Nov 88
NOTE- 46p.; For related documents, see HE 022 146-147.
AVAILABLE FROM- Council of Finance Officers, Universities of Ontario, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4 Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; *Educational Finance; Expenditures; Financial Support; Foreign Countries; Higher Education; *Income; *Money Management; *Operating Expenses
IDENTIFIERS- *Ontario

Detailed information is provided on the revenues and expenses and changes in fund balances at all Ontario universities for the fiscal year ending in 1988. Volume III provides information on physical plant operating expenses at 16 universities and was prepared in conjunction with the Ontario Association of Physical Plant Administrators. Following a description of the guidelines and definitions used in collecting and reporting the data, tables provide the actual physical plant operating expenses, a summary of utility and other costs, a summary of space by major function, and the average annual unit cost of utilities. Ten tables then provide information on operating expenses by function and object of expense, by institution, and by function. (KM)

ED 303 207 JC 890 063

Hall, Barbara Ann; And Others
Mt. San Antonio College Matriculation Study: Preliminary Findings, Fall 1986-Spring 1988.
Mount San Antonio Coll., Walnut, Calif.
PUB DATE- Oct 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Admission (School); Cohort Analysis; College Admission; Community Colleges; Educational Counseling; Educational Diagnosis; Grade Point Average; Longitudinal Studies; Program Effectiveness; School Orientation; Student Participation; *Student Personnel Services; Two Year Colleges; *Two Year College Students

In fall 1986, Mt. San Antonio College (MSAC) initiated a 5-year longitudinal study of the effectiveness of its matriculation services, including assessment, orientation, counseling/advisement, and follow-up. Students participating in these services were compared to those degree-seeking students who did not participate. The study sample included students who entered MSAC in fall 1986 (N=7,443), spring 1987 (N=4,623), fall 1987 (N=9,295), and spring 1988 (N=6,008). Study findings related to the fall 1986 cohort included the following: (1) 4,622 (62%) were seeking first-time degrees or certificates and therefore were subject to matriculation; (2) of these students, 3,312 (72%) participated in one or more matriculation components, while 1,310 (28%) did not participate; (3) 160 participated in all services, 2,142 in assessment, 1,488 in orientation, 1,276 in counseling/advisement, and 547 in follow-up services; and (3) between fall 1986 and spring 1988, matriculated students who participated in one or more services completed more units, but earned lower grade point averages than non-matriculated students in the same cohort. The report presents graphs and tables for all entering cohorts. (AJL)

ED 303 234   PS 017 477

Towards a Fair and Just Society.
Royal Commission on Social Policy, Wellington (New Zealand).
REPORT NO.- ISBN-0-908813-06-6
PUB DATE- Jun 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; Disabilities; *Employment; *Females; Financial Support; Foreign Countries; Government Role; Income; Justice; Older Adults; Policy Formation; *Public Policy; Racial Relations; Social Problems; *Social Services; *State Government; Taxes; Youth
IDENTIFIERS- *New Zealand; Pacific Islanders; *Social Policy; Treaty of Waitangi (New Zealand)

The purpose of this summary report is to briefly explain the conclusions and recommendations contained in the April (1988) Report of New Zealand's Royal Commission on Social Policy. Features of contemporary society which should govern social policy over the next decade are discussed. Four points stand out. First, improvements must be made in race relations in New Zealand, particularly in the position of the Maori and the role of women. Second, economic and social policies must be designed to provide extensive paid and unpaid employment opportunities. Third, major change is required in the way that the state and its institutions carry out their responsiblities. Fourth, economic and social policy should be designed jointly, and their impacts monitored and assessed on a regular basis. An executive summary is followed by discussion of the Commission's tasks, social policy and the Treaty of Waitangi, women's issues, the interrelationship of economic and social policy, the role of the state, work, income maintenance and taxation, funding and provision of social services, the justice system, equality of the races, Pacific Island Peoples' perspectives, and perspectives on the elderly, young, and disabled. (RH)

ED 303 249 PS 017 747

Parental Leave: Estimated Cost of Revised Parental and Medical Leave Act Proposal. Report to the Chairman, Subcommittee on Children, Family, Drugs, and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-88-132
PUB DATE- Sep 88
NOTE- 8p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (First five copies are free. Additional copies are $2.00 each. 25% discount on orders for 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cost Estimates; *Federal Legislation; Fringe Benefits; *Leaves of Absence; *Parents
IDENTIFIERS- *Parental Leave; Proposed Legislation

Provided is a revised estimate of the cost of The Parental and Medical Leave Act of 1987 that takes into account possible revisions in employee eligibility, and the duration of allowable leave. As revised, the proposal would cover employees in firms with 50 or more workers who have been with the firm at least a year and have worked 1,000 or more hours during the previous 12-months. Over a 2-year period, employees would be permitted 10 weeks of unpaid leave upon the birth, adoption, or serious illness of a child, and 10 weeks for personal illness. Upon returning to work, an employee is guaranteed the same or an equivalent job. The legislation also specifies that employers must continue health benefits for workers on unpaid leave on the same basis as if they were still working, but does not require the continuance of other employee benefits. It is estimated that the cost of this parental leave proposal to employers with 50 or more workers will be less than $147 million annually, and is likely to be less than that when all existing coverage is factored out of the estimate. (RH)

ED 303 264 PS 017 779

Kendrick, Abby Shapiro, Ed.; And Others
Healthy Young Children: A Manual for Programs.
Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Georgetown Univ. Child Development Center, Washington, DC.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Massachusetts State Dept. of Public Health, Boston.; National Association for the Education of Young Children, Washington, D.C.
REPORT NO.- ISBN-0-935989-13-7
PUB DATE- 88
NOTE- 346p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC Publication No. 704, $12.00. No shipping charges on pre-paid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Abuse; Child Neglect; *Disease Control; Diseases; Early Childhood Education; Environmental Influences; First Aid; Guidelines; *Health Education; Lead Poisoning; *Nutrition; Prevention; *Safety; *Sanitation; Special Education; Standards
IDENTIFIERS- *Child Health

This manual, which was developed as a reference and resource guide for program directors and teachers of young children, describes high standards for health policies. Also provided are information based on current research and recommendations from experts in health and early childhood education. The manual contains 7 sections and 19 chapters. Section A, which concerns the promotion of health in programs for young children, focuses on policies, providers, records, and health education in early childhood programs. Section B discusses the creation of a healthy environment, sanitation standards, diapering, and toilet learning. Section C deals with safety and first aid, and also covers transportation and emergencies. Preventive health care and dental health for children and adults are considered in section D. Section E deals with nutrition in programs for young children. Section F focuses on special health issues, including children with special needs, child abuse and neglect, lead poisoning, and chronic health conditions. The concluding Section G provides guidance for managing illnesses, and discussion of infectious diseases and care of the mildly ill child. Appendices provide lists of national resources for health and safety information and children's picture books about health, nutrition, and safety. (RH)

ED 303 279 RC 016 669

Hathale, Roger; Hadley, Linda
Hozhooji Hane' = Blessingway. First Edition.
Rough Rock Demonstration School, AZ. Navajo Curriculum Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 86
NOTE- 111p.
LANGUAGE- English; Navajo
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian Literature; American Indians; American Indian Studies; Bilingual Instructional Materials; *Cultural Background; Cultural Education; Folk Culture; *Legends; *Mythology; Navajo; Primary Sources; Secondary Education; Two Year Colleges
IDENTIFIERS- *Ceremonies; Medicine Men; *Navajo (Nation); Oral Literature; Rituals; Rough Rock Demonstration School AZ

The Rough Rock Medicinemen Training Program prepared this book to preserve Medicine practice of Navajo practitioners. Materials include Navajo transcriptions and English translations of lectures by Roger Hathale, a well known Medicineman. Written primarily for use by Navajo students at secondary and junior college levels, the book contains a full documentation of the Blessingway ceremony from the Navajo perspective, as well as some of the more famous and entertaining mythological stories of the Navajos. The stories describe the beginning of time; the emergence of gods and primal beings from the Lower World and their triumphs over monsters; the creations of sun, stars, mountains, plants, animals, and human beings; and the origins of hogans, sweat baths, games, ceremonies, and clan divisions. (SV)

ED 303 293   RC 016 925

Cleveland County: A Special Report 1988.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.
PUB DATE- 12 Aug 88

NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consolidated Schools; Cost Effectiveness; Declining Enrollment; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Enrollment Projections; Facility Expansion; Facility Guidelines; *Public Schools; School Buildings; School Closing; *School District Reorganization; Space Utilization
IDENTIFIERS- *North Carolina (Cleveland County)

The North Carolina Division of School Planning conducted an educational survey of Cleveland County Schools. An architect and an engineer evaluated and rated each facility and site. The report of findings recommends reorganizing the merged school system into a K-5, 6-8, and 9-12 configuration, to improve instructional offerings for particular groups of children. Cost efficient reorganization plans involve: (1) consolidating, renovating, and constructing elementary schools; (2) adding space for ninth graders in the two high schools with particular attention to vocational facilities, regular classrooms, art facilities, and handicapped accessibility; and (3) planning middle school programs for two current junior high schools. The report provides school building data for each school, including the results of the individual evaluations. The appendix contains definitions and standards for the building evaluations. (KS)

ED 303 307 RC 016 952

Thomas, Margaret G.
Remarks on Successful Economic Development Programs in Rural Areas.
Midwest Research Inst., Kansas City, Mo.
PUB DATE- 10 Oct 88
NOTE- 7p.; Paper presented to the Missouri Industrial Development Council (Columbia, MO, October 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Community Action; Community Development; Community Planning; Community Resources; *Economic Development; Improvement; Innovation; *Rural Areas; *Rural Development; Rural Economics

Rural economic development depends on implementation of strategies that capture the competitive edge of the total rural environment. It will not succeed by weak duplication of traditional urban development strategies. The historic dependence on the natural resource base that is the common denominator for rural areas must be regarded not as a liability but rather as an opportunity. Research on successful rural economic development initiatives has revealed some primary keys to success. These include: (1) creating community spirit and cooperation through training for local leaders and volunteers and consensus building among agricultural and nonagricultural political factions; (2) capitalizing on existing resources and recognizing the diversity of possible community resources; (3) aggressively pursuing cash transfer strategies through venture capital networks and grant opportunities; (4) helping entrepreneurs to get started and existing businesses to stay and expand; (5) adding value to existing natural resource-based products by building broad natural resource and business coalitions throughout a rural region; and (6) emphasizing economic and demographic research, strategic and land-use planning, and a long-term focus. (SV)

ED 303 322 SE 050 273

Schatzberg, Walter, Ed.; And Others
The Relations of Literature and Science. An Annotated Bibliography of Scholarship, 1880-1980.
REPORT NO.- ISBN-0-87352-172-2
PUB DATE- 87
NOTE- 458p.
AVAILABLE FROM- Modern Language Association of America, 10 Astor Place, New York, NY 10003 (ISBN-0-87352-172-2--$40.00 cloth; $19.95 paper, ISBN-0-87352-173-0).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College Science; Eighteenth Century Literature; *Literature; Nineteenth Century Literature; Reference Materials; Renaissance Literature; *Scholarship; *Science and Society; *Sciences; *Scientific Literacy; Scientific Principles; Seventeenth Century Literature; Twentieth Century Literature

This annotated bibliography is offered as a resource tool for literary scholars, historians of science, and historians of ideas. Annually since 1939, a bibliography of scholarship on the relations of literature and science has been compiled by the Modern Language Association. The present bibliography incorporates the work of the annual bibliographies from 1939 to 1980 with some significant additions and deletions. The bibliography has been extended back to 1880 to cover a complete century. Background studies have not been included that focus on broad or general issues of cultural history and history of science but have instead concentrated on scholarly studies that deal specifically with some aspect of the relations of literature and science. This volume is organized to move from the general to the particular, that is, from studies of the general relations between literature and science to studies of their relations during the various historical periods. Each period is divided into general studies and surveys, and individual authors. Periods include Antiquity; Middle Ages; Renaissance; and 17th, 18th, 19th, and 20th Centuries. A thematically organized subject index complements the structure and facilitates use of the bibliography. (MVL)

Yerushalmy, Michal; And Others
Posing Problems: One Aspect of Bringing Inquiry into Classrooms. Draft.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-88-21
PUB DATE- Aug 88
NOTE- 42p.; Preliminary versions of this paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988) and the Annual Meeting of the International Group for the Psychology of Mathematics Education (11th, Montreal, Quebec, Canada, July 19-25, 1987). Pages with light or broken type may not reproduce well.
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Software; *Geometric Concepts; *Mathematical Concepts; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; *Mathematics Tests; Problem Sets; Problem Solving; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Process Skills

From 1984 through 1988, the authors worked with teachers using an inquiry approach to teach high school geometry courses with the aid of the "Geometric Supposers." Problems are a critical component of the approach because they focus attention and energy and guide students in the application, integration, and extension of knowledge. Inquiry problems differ from traditional, single-answer textbook problems in that they must leave room for student initiative and creativity. The observations presented in this paper about the delicate balance between specifying too much instruction and too little, which is part of creating and posing inquiry problems, are based on careful examination of students' inquiry problem papers. The paper also discusses speculations on whether these observations suggest general lessons for those seeking practical and successful strategies to introduce student inquiry into classrooms, with the hope of stimulating interest in and discussion of such strategies. Appendices include solutions to 12 problems and examples of students' answers. (Author/YP)

ED 303 383 SO 019 564

Thompson, Patricia J.
The Nature of Knowledge and the Structure of the University.

PUB DATE- 14 Jun 88
NOTE- 38p.; Keynote address given before the City University of New York Women's Coalition Institute (Saugerties, NY, June 14, 1988). For related document, see SO 019 561.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Greek Civilization; Higher Education; *Language Role; *Social Influences; Universities
IDENTIFIERS- *Hestian Feminism; Social Reality

This paper argues that women experience two realities, a "private sphere" and a "public sphere," and the implication of this dual perspective needs to be addressed by women scholars in all disciplines. The idea behind these two spheres of reality is traced back to the ancient Greeks where household management (oikos) was the female domain and the public sphere (polis) was the male domain. The sacred center of the oikos was the hearth and hearthfire, governed by the Greek goddess, Hestia, while the public sphere was protected by Hermes. Acknowledging that gender reality may include both spheres, this paper examines: (1) the split consciousness of women; (1) the Hestian archetype as self-defined female essence; (2) the role of language; and (3) the gender-neutral language of systems thinking. An examination of writings on the nature of universities reveals the Hermean perspective, and home economics and women's studies are outside this perspective. Today, universities remain predominately Hermean in perspective and resistant to change, while feminist reconceptualizing of the disciplines is slowly changing the Hermean structure. A 58-item bibliography and three tables are included. (DJC)

ED 303 399 SO 019 644

Davis, James E.; Davis Hawke, Sharryl

Elementary Social Studies: Throwing Out the Baby with the Bath Water?

PUB DATE- Jul 88
NOTE- 19p.; Paper presented at the Annual Conference of the Social Science Education Consortium, Inc. (Binghamton, NY, July 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary School Curriculum; Elementary School Teachers; Publishing Industry; *Research and Development; *Research Needs; *Social Studies

The advocates for change in the elementary social studies curriculum have offered curriculum revisions without providing a convincing argument for content change. The advocates attack the "expanding environments" sequence, established in 1916 and still used today, and want to include an equal balance of history, economics, geography, and law-related and public issues in the curriculum, but the proposed alternatives including the 1983 National Council for the Social Studies (NCSS) Scope and Sequence have been largely ignored. One reason change has not occurred in the elementary classroom is because teachers have priorities in teaching reading and mathematics. Another reason is that textbook publishers see little reason to change a format that has worked for over 70 years and that they can "customize" to meet any special demands. Some suggestions that can improve content delivery in the elementary social studies curriculum are: (1) the clarification of goals for knowledge, skills, and attitude outcomes; (2) the re-examination of depth versus coverage; (3) the implementation of student motivation and child development research into instruction; and (4) the use of the whole language approach. Finally, textbook publishers and teachers should be included in any reform process in order to assure their support. (DJC)

ED 303 414 SO 019 681

White, Caryn; Levine, Bruce
East Asia: The Yale Outreach Catalogue, 1988.
Yale Univ., New Haven, CT. Council on East Asian Studies.

PUB DATE- 88
NOTE- 85p.; For related document, see ED 276 666. Drawings may not reproduce well.
AVAILABLE FROM- East Asian Outreach Program, Yale University, Box 13A Yale Station, New Haven, CT 06520 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132) Non-Print Media (100)
DESCRIPTORS- Annotated Bibliographies; Area Studies; *Asian Studies; Catalogs; *Chinese Culture; *Cultural Education; *Cultural Enrichment; Educational Media; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Korean Culture; Library Materials; Nonprint Media; Social Studies
IDENTIFIERS- *Asia (East); China; Japan; *Japanese Culture; Korea; Yale University

The purpose of the East Asian Outreach Program at Yale University (New Haven, Connecticut) is to promote increased understanding of the East Asian countries of China, Japan, and Korea through educational and cultural programs and through the publication of this catalog which presents sources of print and nonprint resource materials for elementary, secondary, and postsecondary students. This catalog lists: (1) the outreach program's services, activities, and publications; (2) topics covered by its speaker's bureau; (3) information about loan policies for materials; and (4) the subject index to the catalog's audiovisual entries. The catalog offers annotated bibliographies, organized by country, of films, videotapes, feature films on videotapes, multi-media units, slide sets and filmstrips, records and audiocassettes, and artifact kits. Information about related materials housed in six Yale University libraries and four museums or special collections is provided, along with material about other Yale University organizations that sponsor or provide information about China, Japan, and Korea. (JHP)

ED 303 430 SP 030 846

Community Guide to Cholesterol Resources.
National Heart and Lung Inst. (DHHS/NIH), Bethesda, MD.
REPORT NO.- NIH-Pub-88-2927
PUB DATE- Feb 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Change; *Cardiovascular System; *Community Resources; *Eating Habits; Health Services; Human Resources; Nutrition; Physicians; Professional Associations; Public Agencies; *Scientific and Technical Information
IDENTIFIERS- *Cholesterol

This guide is divided into two sections, one for physicians and the other for patients. The physician section lists different resources including continuing medical education opportunities on the medical and scientific aspects of cholesterol and heart disease and on the physician's role in diagnosis and patient management. Additional materials on the dietary aspects of blood cholesterol lowering are also given. The patient section guides readers to information sources that offer practical tips to achieve the goals set by the physician. Since dietary changes are the first line of treatment, information on three major topics is covered: (1) fat and cholesterol content of foods; (2) guidelines for cooking and choosing foods; and (3) how to locate a dietitian to give personalized nutrition counseling for blood cholesterol lowering effects. Worksheets for both physician and patient are included. (JD)

NASFAA Annotated Bibliography of Literature on Student Financial Aid: 1977-1985.

National Association of Student Financial Aid Administrators, Washington, D.C.

PUB DATE- Jul 87
NOTE- 112p.
AVAILABLE FROM- National Association of Student Financial Aid Administrators, 1776 Massachusetts Ave., N.W., Suite 100, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrator Responsibility; Annotated Bibliographies; College Administration; *Grants; Higher Education; *Scholarships; *Student Costs; Student Employment; *Student Financial Aid; *Student Loan Programs; Work Study Programs

Complete citations and annotations are provided for the professional literature in the field of student financial aid for the period 1977-1985. Most entries are from an ERIC search of citations in Current Index to Journals in Education. Additional entries were taken from the listings of professional papers and reports published by selected educational associations and organizations. Entries are categorized in the following sections: (1) sources of program information (general, programs for specific student groups, programs for specific states); (2) history, philosophy and purpose of aid; (3) financial aid administration, management and problems (general; need analysis; student expenses and budgets; counseling and information services; packaging aid awards; data processing; scholarships, grants and education benefits; loans; employment and work-study programs; programs for special student groups; aid administration at specific types of institutions; and annual reports; (4) financial aid administration as a profession (characteristics, training, professional development); (5) federal and state issues and problems; (6) financial aid and financing postsecondary education; and (7) research (student access, choice, retention, attrition and achievement and aid needs; scholarships, grant and education benefits; loans; employment and work-study programs; statewide studies; special student groups; and tuition and student expenses). Author and subject indexes are provided. (KM)

ED 303 067　　　　HE 022 087

Helms, Lelia B.; Seal, Julienne
Dismissals of Tenured Faculty for Incompetence: An Analysis of Litigation Patterns. ASHE 1988 Annual Meeting Paper.
PUB DATE- Oct 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Court Litigation; *Faculty Evaluation; Higher Education; Personnel Evaluation; *Teacher Dismissal; Teacher Evaluation; *Tenured Faculty; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting; *Incompetence

The status of litigation involving dismissals of tenured faculty for reasons of incompetence, broadly defined, is evaluated. In practice, there is no consensus within higher education as to what constitutes adequate cause based on incompetence for dismissal of faculty members. The following issues are explored: (1) the pattern of increasing litigation; (2) patterns of litigation by institutional type; (3) forums for disputing these litigations; (4) prevailing parties to the dispute; (5) procedural issues that have been litigated; (6) substantative issues that have been litigated; (7) subcategories of behavior alleged to be incompetent; and (8) the role of the court in resolving disputes over faculty dismissals. All recorded court decisions which resulted in the dismissal of a tenured faculty member in a postsecondary institution for reasons of incompetence from January 1960 through March 1988 were surveyed. The resulting patterns of litigation are discussed, providing perspectives about the court's role in disputes over evaluation of tenured faculty. The growing judicial involvement--state and federal--in such decisions, and variation in litigation by type of institution are discussed. The fairly strong position of institutions involved in litigation is confirmed. The caselaw illustrates the importance of procedural issues in litigating. Classification of the cases on dismissal for incompetence into three subcategories (incompetence, insubordination, and neglect of duty) sheds some light on litigation patterns and strategies. Contains 55 references and 9 tables. (SM)

Smart, John C.
Life History Influences on Holland Vocational Type Development. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988). Revised Draft.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Background; Career Choice; *Career Development; Higher Education; Individual Characteristics; *Individual Development; Influences; Occupations; Outcomes of Education; Personality Traits; Social Development; Values
IDENTIFIERS- *ASHE Annual Meeting; *Holland Vocational Preference Inventory

The relative influence of selected life history experiences on the development of three vocational types (investigative, social, and enterprising) proposed by J. L. Holland is studied using causal modeling procedures. The lack of explicitness in the developmental postulates of Holland's theory is seen as a major deficiency. Among the principal postulates of the theory is that most persons can be characterized by their resemblance to each of six personality types (realistic, investigative, artistic, social, enterprising, and conventional). A recent study using a biographical questionnaire demonstrates wide variations in the life histories of men and women in the six vocational types. Subjects for this study were obtained from respondents to the 1971 Cooperative Institutional Research Programs survey (completed on entering college in 1971) which obtained a broad array of personal information. Subjects also completed a follow-up survey in 1980 that gathered data on college experiences and educational and occupational achievements in the 9-year period. Findings support Holand's general premise that

vocational type development is a function of a complex series of events resulting from family backgrounds, initial personal orientations and occupational preferences, and interactions with alternative environmental settings. The relative importance of life history experiences varies among the three types. Where one goes to college and what one does have important consequences for the development of Holland vocational types. Tables are included. Contains 29 references. (Author/SM)

ED 303 106   HE 022 132

California College-Going Rates. 1987 Update. The Eleventh in a Series of Reports on New Freshman Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools. Report 88-26.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 88
NOTE- 72p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; American Indians; Asian Americans; Blacks; College Admission; *College Attendance; *College Bound Students; College Students; Enrollment Influences; *Enrollment Trends; Ethnic Groups; Filipino Americans; Higher Education; High School Graduates; High Schools; Hispanic Americans; *In State Students; State Surveys
IDENTIFIERS- *California; California Community Colleges; California State University; University of California

The eleventh annual report on the flow of students from high school to higher education in California is presented, showing that 56.2% of California's 1986-87 high school graduates aged 19 and under enrolled in its institutions of higher education in fall 1987. The number of high school graduates increased about 6% in 1986-87, which was accompanied by an increase in the number of new freshmen at the University of California (UC), California State University (CSU), and California independent colleges and universities, but not at the California community colleges. The UC participation rate decreased to 7.7% from 7.9% after having increased steadily over 10 years; CSU rose from 10.2% to 10.7%, the highest in the past 14 years; the community colleges dropped from 36.3% to 34.4%, possibly as a result of improved reporting; and the rate for California's independent colleges and universities remained at 3.4% for the 47 institutions reporting. The proportions for Asian, Filipino, and Hispanic students were slightly larger in fall 1987 ethnic distribution than in fall 1986, while proportions for American Indian, Black, and White students were all smaller. Black and Hispanic youth continue to be seriously underenrolled in higher education. Appended are tables showing: (1) percentages of recent high school graduates enrolling in each segment of California higher education by county and year (1976, 1978, and 1980-87), and (2) ethnic distribution of 1986-87 graduates of public California high schools by county and of fall 1987 first time freshmen at California institutions of higher education by county and sex. Contains 12 references. (SM)

IR

ED 303 134 IR 013 579

Development Communication Report. No. 56-59.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
PUB DATE- 87
NOTE- 62p.; For issues No. 50-55, see ED 288 513.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Communications Satellites; *Developing Nations; Distance Education; *Educational Radio; Foreign Countries; *Health Education; Information Dissemination; Interactive Video; Rural Development; *Rural Extension; Telecommunications; *Teleconferencing; *Videotape Recordings
IDENTIFIERS- Interactive Radio; *Rural Satellite Program

Four issues of this newsletter focus primarily on the use of communication technologies in developing nations to educate their people. The issues included in this collection are: (1) No. 56 (1987-1), which highlights agricultural, health, and educational projects that have used radio, telecommunications, and interactive video to train trainers and/or reach their target audiences; (2) No. 57 (1987-2), which features reports on pilot projects of the U.S. Agency for International Development-supported Rural Satellite Program in Indonesia, Peru, and the Caribbean, and communication strategies and lessons learned from HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immunodeficiency Syndrome) education efforts in the United States and the developing world; (3) No. 58 (1987-3), which describes the use of radio and videotape recordings to disseminate agricultural and public health information in the rural areas of developing countries; and (4) No. 59 (1987-4), which focuses on the use of comics and video for disseminating health information and ongoing interactive radio instruction activities in Honduras, the Dominican Republic, Bolivia, Lesotho, and Papua New Guinea. Reviews of recent publications and announcements of development-related conferences and courses are included in individual issues. (BBM)

ED 303 149 IR 013 619

The Status of Women in the Broadcasting Industry Today. Proceedings of a Sympoisum (Washington, D.C., December 5, 1984).

National Commission on Working Women, Washington, D.C.

PUB DATE- 85

NOTE- 22p.; For related reports, see IR 013 616-622.

AVAILABLE FROM- National Commission on Working Women, 1325 G Street NW, Lower Level, Washington, DC 20005 ($5.00 prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Broadcast Industry; *Commercial Television; *Employed Women; *Equal Opportunities (Jobs); Mass Media Effects; *Programing (Broadcast); *Radio; Sex Bias

This report provides an edited transcript of discussions at the symposium, "An Inside Look at the Broadcasting Industry," which focused on the status of women in broadcasting and the effects of affirmative action on hiring and promotions. Panelists for the symposium were the 28 winners of 1984 Broadcast Awards presented by the National Commission on Working Women, and audience participants included heads of women's organizations, representatives from corporations, labor unions, education and public interest groups, and broadcasters. The general topics discussed included employment, programming, and funding, with special attention given to the lack of women radio talk show hosts, weakening of public affairs programming, wages, the lack of real power for women, viewer response, writing good shows, current issues being addressed on television shows, women trying to have an impact, the links between television and other industries, radio funding, career advancement via the buddy system, and organizing for change. A list of the 1984 Broadcast Award winners and other seminar participants is also provided. (EW)

ED 303 165 IR 052 615

Sitts, Maxine K., Ed.
The Automation Inventory of Research Libraries, 1988.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
REPORT NO.- ISBN-0-918006-57-0
PUB DATE- Oct 88
NOTE- 183p.; For the 1987 inventory, see ED 296 741.
AVAILABLE FROM- Association of Research Libraries, Office of Management Services, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Databases; Higher Education; *Information Systems; Interlibrary Loans; *Library Automation; *Library Planning; Library Research; Library Statistics; *Library Technical Processes; Online Searching; Online Vendors; *Research Libraries; Tables (Data)
IDENTIFIERS- Association of Research Libraries

This inventory provides profiles, tables, and listings describing automated library activities at 117 Association of Research Libraries (ARL) institutions. For the first time, the inventory includes analyses of aggregate information from individual library profiles. The analyses are divided into four categories that reflect primarily bibliographic functions: (1) public access (online catalog, database searching, CD-ROM, public computing, circulation, interlibrary loan, reserves, telefacsimile); (2) technical services (acquisitions, authority control, cataloging/local, cataloging/utility, serials check/claim, serials union list, database conversion, COM catalog, collection development); (3) number of operational and planned functions--1988 and 1987; and (4) computer ownership, public access, and the extent of function for selected functions. Also provided is a detachable page for institutional feedback on the analyses. The report also contains a list of vendors for selected functions; individual library profiles; additional resources on automation; automation inventory contacts for 1988; and an appendix which includes a descriptive factors list, a listing of functions, and the 1988 automated in-house systems listing--a guide for standardized

references to in-house systems--and background on the automation inventory. (CGD)

ED 303 179 IR 052 629

Hirshon, Arnold
Library Collections Inventory. Report to the VCU Board of Visitors.
Virginia Commonwealth Univ., Richmond.

PUB DATE- 24 Oct 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Facility Inventory; Higher Education; *Library Automation; *Library Collections; *Library Planning; *Library Services; Needs Assessment
IDENTIFIERS- *Inventory Methods National Evaluation Systems

This report responds to a proposal for an internal audit of the library collection at Virginia Commonwealth University (VCU) and describes various measures that University Library Services (ULS) has already implemented to automate the inventory process and improve security. Introductory materials provide an executive summary and background information. The latter includes both a brief review of national library practice relating to inventories of academic library collections and brief descriptions of alternatives to a complete inventory. The main body of the report is divided into four sections: (1) current developments toward a book and serials inventory at VCU (Autolink Project, retrospective conversion project, insertion of security strips, adding journal holdings to the online catalog, use of the Faxon SC10 System, and a summary of the current status of the book and serials collections); (2) purposes of an inventory; (3) determining the nature of the current problem at the VCU library (operational imperatives and assumptions); and (4) recommendations (book inventory, serials inventory, special inventories). Appendixes contain Autolink statistics and a chart summarizing the inventory status of the library collections. (16 footnotes) (CGD)

ED 303 193 JC 890 044

Grossman, Gary M.; Duncan, Mary Ellen

Assessing the Institutional Effectiveness of Community and Technical Colleges.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Dec 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Colleges; *Educational Assessment; Educational Quality; *Evaluation Criteria; *Institutional Research; Models; *Organizational Objectives; Outcomes of Education; *School Effectiveness; *Self Evaluation (Groups); Technical Institutes; Two Year Colleges

The model and instrument presented in this report were developed by the National Alliance of Community and Technical Colleges (NACTC) and the National Center for Research in Vocational Education for measuring a college's performance in terms of external demands and its own stated mission. Part I of the report describes the development of the model, including a review of the literature on the issue of institutional effectiveness, background information on the creation of a task force of the NACTC to address the issue, and the Alliance's model of institutional effectiveness. The model identifies six concerns faced by all colleges: (1) access and equity; (2) employment preparation and placement; (3) college/university transfer; (4) economic development; (5) college/community partnerships; and (6) cultural and cross-cultural development. Related to these six areas are 38 indicators of quality, which provide a foundation for the assessment of institutional effectiveness in terms of outcomes measures related to institutional mission. The second half of the report discusses the current activities of the institutional members of the NACTC in measuring institutional effectiveness in each of the six identified areas. The appendix contains an instrument based on the six areas of institutional concern and their respective indicators. (AAC)

ED 303 221 JC 890 078

Livieratos, Barbara B.
Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
PUB DATE- Jan 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biomedicine; College Choice; *Employment Patterns; *Engineering Technology; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Salaries; Student Attitudes; *Technical Education; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Biomedical Engineering Technology

In spring 1988, a telephone survey was conducted of students who had been enrolled in Howard Community College's (HCC's) Biomedical Engineering Technology (BMET) program between 1972 and 1987. The study sought to gather information for future student recruitment and program planning efforts. Responses were obtained from 43 (35%) of a potential pool of 124 former BMET students. Study findings included the following: (1) 93% of the respondents were employed full time, and, of these, 82% were working in jobs related to BMET; (2) 43% began their first job while enrolled at HCC, 28% found their jobs within 5 weeks of leaving school, and 29% took 8 weeks or longer to find their first job; (3) 21% found out about their jobs through friends or relatives; (4) 60% had starting salaries of $16,000 or more in their first BMET job, and, at the time of the survey, 54% were earning $26,000 or more; (5) 72% of the respondents had no electronics background before entering the BMET program; (6) 12% had been enrolled in high school vocational or technical programs; (7) HCC's location was the most important draw for many of the students; (8) 88% described the BMET program as excellent (37%) or good (51%); and (9) 90% said that HCC's training was adequate to prepare them for their job. (AJL)

ED 303 338 SE 050 296

Boser, Judith A.; And Others

The Effect of Active Research Involvement on Secondary Science and Mathematics Teachers.

PUB DATE- 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Instructional Effectiveness; Instructional Improvement; *Mathematics Teachers; Science and Society; Science Curriculum; Science Programs; *Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; *Summer Science Programs; Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- *National Science Foundation

The role of the science teacher is essential in determining the quality of the school science program. When teachers are aware of the relationship between science and society, they can relate classroom learning to practical application. This results in more positive student attitudes. The continuous evolving of scientific knowledge requires teachers to keep up with the latest developments in order to provide current information and experiences for their students. This paper reports on a program that was developed to help teachers facilitate learning and transfer scientific knowledge, experiences, and attitudes to their students. The 23 participants involved in the program reported that the program had increased their: (1) knowledge about research and application of science and mathematics outside the classroom; (2) awareness of the relationship of subject matter to industry and careers; and (3) interest in research and applied science. Included is an introduction, a description of the program, instrumentation and method, analysis, results, discussion, and references. Presented tables include program effects on participants and participants' confidence, results of tests comparing frequency of teaching activities before, and one year after, the program; and the impact on research and demonstration activities. Also listed are relevant items from the posttest and follow-up evaluation. (RT)

ED 303 354 SE 050 339

Barkley, Cathy A.
Mathematics and Your Horse.
SPONS. AGENCY- Mathematics Education Trust, Reston, VA.
PUB DATE- 87
NOTE- 40p.
AVAILABLE FROM- Mathematics Education Trust, 1906 Association Drive, Reston, VA 22091 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Horseback Riding; *Horses; Junior High Schools; Mathematical Concepts; Mathematics Achievement; *Mathematics Materials; *Mathematics Skills; *Secondary School Mathematics; Statistics

This unit is designed to help middle school students care for a real or imaginary horse while they review basic mathematics skills. Sections in this unit include: (1) "Statistics of Your Horse"; (2) "A Home for Your Horse"; (3) "Feeding Your Horse"; (4) "Equipping Your Horse"; (5) "Showing at Halter"; (6) "Working Hunter"; (7) "Open Jumping"; (8) "Keyhole Race"; and (9) "Distance Riding." Each section has objectives, related mathematics skills, instructions, and problems. Sections four through nine are written for different types of performance(s) so that students can choose the worksheets relating to the performance(s) of their choice. Time required for the unit will vary from one to two weeks depending on the skill level of the students. Answers for all worksheets are found at the end of the unit. (YP)

ED 303 121 HE 022 149

Harris, April L.
Special Events: Planning for Success.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-262-4
PUB DATE- 88
NOTE- 82p.
AVAILABLE FROM- CASE Publications Order Department, 80 South Early St., Alexandria, VA 22304 ($20.50; specify book 25301).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Facilities; *Fund Raising; Higher Education; *Institutional Advancement; *Meetings; *Planning; Publicity;

*Public Relations
IDENTIFIERS- *Special Events

Designed as an aid to professional advancement officers, this guide to planning and implementing special events consists of the following chapters: (1) "So You're Thinking of Holding a Special Event..." (the conceptual framework for planning, budgeting and implementation); (2) "Spreading the Word: Invitations and Publicity" (invitations, tickets, publicity and response); (3) "Find a Place, Get Comfortable" (how to choose and arrange the facility); (4) "Food for Thought: Eat, Drink and Be Merry" (menus, contracts and staffing); (5) "Welcome" (logistics for arriving guests); (6) "Raise the Curtain, Light the Lights" (audio and video considerations); (7) "The Follow-Up: It Isn't Over Till the Paperwork's Done" (activities for the month following the event); and (8) "Check and Double-Check" (checklists for each phase). Contains 8 references. (KM)

ED 303 294 RC 016 926

Poverty and Hunger in Hispanic America: The Inadequacy of Data for Policy Planning. Hearing before the Select Committee on Hunger. United States House of Representatives, One Hundredth Congress, Second Session (March 30, 1988).

Congress of the U.S., Washington, DC. House Select Committee on Hunger.

PUB DATE- 88

NOTE- 179p.; Serial No. 100-24. Contains some small, light type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Federal Programs; Government Role; Health Programs; Health Services; Hearings; *Hispanic Americans; *Hunger; *Nutrition; Outreach Programs; *Poverty; Primary Sources

IDENTIFIERS- Congress 100th

This hearing addresses issues of health, hunger, and malnutrition among Hispanic Americans. Health and poverty agency officials made statements before the committee and expressed difficulty in examining the health- and poverty-related problems among Hispanics because of a lack of data. Testimony indicated that previous data regarding the health of the Hispanic population had been inaccurate, and that part of the problem entailed definition of the term "Hispanic" itself. Testimony also reported that more federal money was being spent on Hispanic health and poverty problems than ever before. Members of Congress offered information about the need for better data and more health "outreach" to poor Hispanics in their districts. Private program recipients spoke directly about health problems among Hispanics. Their testimony generally addressed the inadequacies of federal health and poverty programs. Local officials indicated the need for national data collection on Hispanic health and nutrition. Among additional material appended is a General Accounting Office briefing report ("Health and Nutrition: Collection of Vital Statistical Data on Hispanics"); and material from the Texas Association of Community Action Agencies, Inc. ("Texas Hunger Facts"). (TES)

ED 303 308 RC 016 953

Q.A.: Improving Kentucky Schools: A Conversation with Governor Wallace G. Wilkinson.

Kentucky Office of the Governor, Frankfort.

PUB DATE- 88
NOTE- 37p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accountability; Competency Based Education; *Educational Change; Elementary Secondary Education; Incentives; *Public Schools; *School Based Management
IDENTIFIERS- *Kentucky

This document answers the questions Kentuckians asked Governor Wallace G. Wilkinson (Kentucky) about his proposals for educational reform. Governor Wilkinson claims that the traditional school structure leaves the educational needs of many children unmet because it is not flexible enough to meet their different learning needs. The Governor proposes restructuring the Kentucky school system by giving schools more local control to enable them to try innovative ways of educating students. Although schools will have more freedom, they will also be held more accountable for student outcomes. The Governor's School Improvement Incentive Program lists academic achievement, student attitudes, and student school behavior as categories in which to focus desired student outcomes. The Governor proposes a Council on School Performance Standards to define the standards of performance to be achieved by students on each outcome measure, and to determine the most appropriate way to document and assess student performance. School-based management involves enlisting teachers and administrators into a collective effort to improve their school. The Governor proposes Benchmark Schools, which will be schools that commit to improve by addressing problems in innovative and creative ways. Benchmark Schools will demonstrate the process and provide resources to other schools to begin school-based management. Schools that improve student performance will receive monetary rewards for all teachers and administrators. (KS)

ED 303 384 SO 019 595

Woods, Alan

The Importance of Economic Growth to Developing Nations .

PUB DATE- 15 May 88
NOTE- 15p.; Speech presented at the Meeting of the American Forum on Education and International Competence (1st, St. Louis, MO, May 13-16, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Economic Development; *Economics; *Economics Education; Economic Status; Elementary Secondary Education; Futures (of Society); Social Studies
IDENTIFIERS- *Agency for International Development; *Economic Awareness

This speech by the director of the U.S. Agency for International Development (AID), describes AID's purposes and responsibilities and challenges teachers to consider future economic conditions of the world. Population forecasts are presented indicating that, of the 25 world's largest cities in the year 2000, only six will be located in developed nations. Specific economic impacts on the United States and on developing nations are noted if developing nations do not experience economic growth. Suggesting that nations that have market economies, open trade, and democratic systems have been the ones to advance the fastest economically, this paper explains AID's commitment to examining various countries' economic policies and to promoting the teaching of basic economic principles in U.S. classrooms. Teachers are encouraged to: (1) develop students' knowledge and interest in economics and developing nations; (2) teach the concept that, when economies are not growing, human suffering occurs; and (3) help eliminate indifference toward economic stagnation and growth in the developing world. (JHP)

Spotlight on Arts Education. Volume 3, Spring, 1988.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Arts Education.
PUB DATE- Jun 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Community Support; Disabilities; *Elementary School Curriculum; Elementary Secondary Education; Instruction; *Program Development; *Secondary School Curriculum; *Theater Arts; *Visual Arts
IDENTIFIERS- North Carolina (Dare County); North Carolina (Granville County); North Carolina (Moore County); North Carolina (Pitt County)

This volume focuses on four North Carolina school systems that have developed strategies for improving teaching and learning environments in arts education. Article 1 discusses the challenge of providing adequate levels of visual arts instruction for exceptional children in Dare County and describes a specific art project for handicapped students in kindergarten through fifth grades at Manteo (North Carolina) Elementary School. Article 2 explains Granville County's strategies for improving the community's awareness of and support for the development of a comprehensive arts education program. Article 3 describes "A Possibility Project," which was designed as a planning process in preparation for the implementation of the arts curriculum into the Basic Education Program (BEP) in the Moore County School System. Article 4 highlights the collaborative efforts of the Board of Education, county commissioners, parents, and school personnel in the design and implementation of a comprehensive K-12th grade arts curriculum in Pitt County. Photographs and graphs are included. (JHP)

ED 303 415 SO 019 683

White, Caryn
Play Chinese Games. 1987, Revised.
Yale Univ., New Haven, Conn.

PUB DATE- 87
NOTE- 28p.
AVAILABLE FROM- East Asian Outreach Program; Yale University, Box 13A, Yale Station, New Haven, CT 06520 ($4.00 stapled, $6.00 spiral).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Community Education; Elementary Secondary Education; *Experiential Learning; Foreign Countries; *Games; *Play; *Social Studies
IDENTIFIERS- *China; Chinese People

This document, designed to introduce all ages to a selection of popular Chinese games, describes these games and provides instructions and materials for making the items needed to play most of them. Section 1 suggests class activities that can be related to some of the games. Section 2 presents instructions for the physical or outdoor games of: (1) ti jianzi (kick shuttlecock); (2) tiao fangzi (hopscotch); (3) tiao xiangpi tiao (jumprope); (4) zhuazi (jacks); and (5) laoying zhui xiaoji (tag). Instructions for selected board or table games that appear in section 3 include: (1) ping pong; (2) tiaoqi (checkers); (3) weiqi (go); (4) xiangqi (chess); and (5) qiqiao ban (tangrams). Part 4 contains instructions on how to assemble a Chinese game kit. Drawings are included. (JHP)

Moore, John O.; Beitel, Patricia A.
Factors Influencing Movement Consistency during the Learning/Performance of Perceptual Motor Tasks.
PUB DATE- 4 Mar 88
NOTE- 15p.; Paper presented at the Annual Conference of the Southern District of the American Alliance for Health, Physical Education, Recreation and Dance (Little Rock, AR, March 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; Kinesthetic Perception; Perceptual Motor Coordination; *Perceptual Motor Learning; *Physical Activities; *Psychomotor Skills; *Sensory Integration

Literature examining elements influencing the production of consistent human movement is reviewed in this paper. The review is limited to theoretical papers and research studies on sport-related tasks that utilize actual representations of movement, e.g., film, electromyogram, or videotape; rather than movement only implied from goal attainment, e.g., error scores in target accuracy. The existent research and theory concerned with human movement consistency during perceptual motor task performance/learning repeatedly identifies three major influencing factors: (1) type of task/environmental demands; (2) amount of practice with the task; and (3) skills level of the individual. A selected reference list is included. (JD)

ED 303 041 FL 017 781

Tremblay, Daniel
Les Enjeux juridiques et socio-politiques des conflits linguistiques: le cas de l'Ontario (The Legal and Sociopolitical Stakes of Language Conflicts: The Case of Ontario). Publication G-10.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-192-0
PUB DATE- 88
NOTE- 164p.
LANGUAGE- French
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Court Litigation; *Culture Conflict; Demography; Educational Policy; *English; Foreign Countries; *French; Intercultural Communication; Language Attitudes; Language Planning; *Language Role; Laws; Legal Problems; *Official Languages; Power Structure; Public Agencies; *Public Policy; Social Influences
IDENTIFIERS- Language Contact; *Ontario

The study of language conflict in Ontario is part of a larger project that is analyzing the links between intercultural relations and legal mechanisms within this and three other Canadian provinces. This study looks at the problems created by the close proximity of communities using the two official languages, French and English, and at the rules concerning their usage in the legal and sociopolitical context. The report is in three parts. In the first part, the state of the inter-community system is examined with reference to the demography, economy, and culture; access to political decision-making positions; and governmental and militant Franco-Ontarian organizations. The second part looks at areas of intervention and conflict, including the French-language educational system, justice system, and governmental services. The third part focuses on the judicial status of French in Ontario, in principle and in reality, including a look at specific laws and legal documents and at its treatment in the courts. A list of over 50 references is included, and appended materials include a report on language and income in Ontario and substantial demographic data. (MSE)

ED 303 094 HE 022 114

Stoecker, Judith L.

Factors Influencing the Decision To Return to Graduate School in One Professional Group, Physical Therapy. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Career Development; *Decision Making; Employment Experience; *Enrollment Influences; *Graduate Study; Higher Education; Institutional Characteristics; *Physical Therapy; *Professional Education; Student Attitudes; *Student Motivation

IDENTIFIERS- *ASHE Annual Meeting

The factors influencing the decision to return to graduate school in an emerging professional group, physical therapy, are described, and a causal model incorporating the principal constructs of the status attainment and college impact model is proposed. The five variable sets included are background characteristics, college characteristics, college experiences, work experiences, and attitude toward graduate study. Data were obtained from respondents to a statewide survey of licensed physical therapists all of whom were sent a self-administered questionnaire. Information was requested regarding plans for graduate education, attitudes toward attendance, current employment conditions, area of specialization, characteristics of previous college attendance, and background information. The study confirms the longstanding articulation of graduate education and vocational interests. Of the five variable sets, the overwhelming influence was the desire to advance in clinical/technical skills. Job conditions of specialization and income further enhanced the educational decision. Attitudes toward research and scholarship do not appear to reach critical importance. Little influence from the college experience was found, and background attributes and aspirations exerted cumulative effects through both institutional choice and labor market opportunities. No influence was seen from cost factors. Contains 30 references. (Author/SM)

ED 303 150 IR 013 620

Steenland, Sally; Schmidt, Lisa
Trouble on the Set. An Analysis of Female Characters on 1985 Television Programs.
National Commission on Working Women, Washington, D.C.
PUB DATE- 85
NOTE- 18p.; For related reports see IR 013 616-622.
AVAILABLE FROM- National Commission on Working Women, 1325 G Street NW, Washington, DC 20005 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Black Stereotypes; *Commercial Television; Economic Status; *Employed Women; *Family Characteristics; Mass Media Effects; *Programing (Broadcast); *Sex Stereotypes; Television Research

This study of the images of women as portrayed on new television programs in 1985 not only compared them with the images of the last season, but examined the similarities and differences between these characters and real life women. Each continuing female character on every new show was coded for race, age, occupation, marital and socioeconomic status, and number of children under 18 years of age. Analyses of these data showed several disappointing trends: a decrease in the number of female characters on new programs, a reemergence of shows with exclusively male continuing characters, a return of the two-parent family on situation comedies, an increase in the number of cop/detective shows, and a decrease in the number of minority female characters. One positive note was the premiere of one program exclusively about older women, "Golden Girls." However, in general, the 1985 season presented an artificial world of male buddies where women are invisible, irrelevant, or victimized. (EW)

ED 303 166 IR 052 616

Kinney, Thomas
Toward Telecommunications Strategies in Academic and Research Libraries. Ten Case Studies of Decision-Making and Implementation. An OMS Occasional Paper. OP14.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 88
NOTE- 33p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Services, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Case Studies; Higher Education; *Library Automation; *Library Networks; *Library Planning; Library Surveys; *Local Area Networks; Online Searching; Optical Data Disks; *Telecommunications

This study explored recent developments related to the application of telecommunications technology in academic and research libraries. The study focused on 4 topics and 10 libraries exemplifying the topics that were selected for case study. The topics and case study libraries are: (1) local area networks--Cornell University and the University of California at San Diego; (2) the library and campus network--Brown University, Johns Hopkins University, and Vanderbilt University; (3) links and common interfaces for bibliographic systems--New York University, the University of Southern Colorado, and Florida International University; and (4) alternatives to remote access--Texas A&M University and the University of Pennsylvania. Copies of library planning documents were reviewed and followed up with telephone interviews. The situation at each library is summarized, and observations and conclusions based on this information are presented. The report concludes by offering a summary and recommendations in three areas: the need for library telecommunications strategies; factors in telecommunications strategy formulation; and developing strategic goals. (30 references) (MES)

ED 303 180 IR 052 630

Literacy: The Key to Success. A Literacy Handbook, 2nd Edition.
Mid-York Library System, Utica, NY.
PUB DATE- Mar 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Basic Skills; High Interest Low Vocabulary Books; Library Collection Development; *Library Role; *Library Services; *Public Libraries; Tutors; Volunteers
IDENTIFIERS- *Adult Performance Level; *Literacy Volunteers of America Inc

Designed to provide a comprehensive literacy reference for public libraries, this handbook presents a glossary of terms, background information on functional literacy, and brief reviews of 14 additional topics: (1) literacy statistics; (2) adult performance levels; (3) the problem of adult education; (4) illiteracy generates itself; (5) about adult learners; (6) libraries and literacy; (7) national organizations; (8) recruiting adult new readers; (9) recruiting volunteer tutors; (10) collection development; (11) publishers of books for adult new readers; (12) the Coalition for Literacy; (13) a sample press release announcing the availability of an adult new reader collection; and (14) a list of 12 sources for background information on functional illiteracy. A list of 15 Mid-York libraries housing literacy core collections as of January 1988 is appended. (CGD)

ED 303 208 JC 890 064

Hall, Barbara Ann; And Others

Waiver Study, Fall 1987-Spring 1988. Focus Study, Mt. San Antonio College.

Mount San Antonio Coll., Walnut, Calif.

PUB DATE- Nov 88

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Ability; *Academic Achievement; Community Colleges; Course Selection (Students); Grade Point Average; *Prerequisites; *Required Courses; Student Needs; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

IDENTIFIERS- *Prerequisite Waivers

In fall 1988, Mt. San Antonio College undertook a study to determine the effect of prerequisite waivers on students' academic progress. Two groups who received waivers in the fall 1987 and spring 1988 semesters were selected for the study. Group I included 222 students who applied for and received waivers both semesters. Group II was comprised of 122 students who used waivers to take classes other than English as prerequisites for English classes. The two groups were granted 847 waivers, including 381 in English, 238 in mathematics, and 210 in American language. Study findings included the following: (1) at the end of fall 1987, Group I had completed 67% of the classes they had attempted with a "C" or above, compared with the college-wide successful class completion rate of 56.6%; (2) in both fall 1987 and spring 1988, the highest number of course withdrawals were from math classes; (3) 68% of Group II successfully completed their English classes with a "C" grade or better both semesters; and (4) transcript analyses of the unsuccessful students in Group II showed a clear pattern of previous class withdrawals, low grades, academic probation, and dismissal. The results of the study clearly established waivers as an integral part of the matriculation process. The leading indicators of a student's ability to achieve success after being granted a waiver were previous grade point average, and withdrawal and course completion patterns. (AJL)

ED 303 222 JC 890 079

Graduate Placement Report Annual Summary, 1988. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute.

New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.

PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; College Transfer Students; Continuing Education; Education Work Relationship; *Employment Patterns; *Job Placement; Migration; Outcomes of Education; Residential Patterns; Salaries; State Colleges; State Surveys; Technical Education; *Technical Institutes; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup
IDENTIFIERS- *New Hampshire

This annual placement report provides information on the students who graduated from the New Hampshire Technical Institute and the six New Hampshire Vocational Technical Colleges. The report presents: (1) statewide placement data; (2) annual salary data for graduates employed full-time, including high and low salaries and average salaries for each program and division; (3) institutional data on the number of graduates from each program and their employment status; (4) a list of the four-year institutions to which graduates transferred; (5) a list of the employers of 1988 graduates; and (6) a roster of college placement officers. The report indicates that, in 1988, 445 men and 496 women graduated from the seven colleges. Of these graduates, 79% immediately obtained full-time employment and 3% obtained part-time jobs, with 96% of the employed graduates working in a field related to their college major. A majority (83%) of the graduates who entered the job market were employed within the state of New Hampshire. Of the remaining graduates, 12.2% were continuing their education, 0.2% had entered the military, 2.0% were seeking employment, 0.7% were not seeking employment, and 3.2% had an unknown employment status. The colleges' nursing programs had the largest number of graduates (N=177) of the more than 50 vocational-technical programs offered. The average full-time starting salary for all graduates reporting full-time salaries was $19,324, up from $17,468 in 1987. Graduates from health programs had a higher average salary ($20,928) than graduates from business programs ($16,312) or technical/industrial programs ($18,474). (AJL)

ED 303 235 PS 017 644

Hanson, Randall K.
Legal Liability of Children and Parents in North Dakota.
North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.
PUB DATE- Oct 88
NOTE- 47p.; North Dakota Economic Studies, Number 53.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Children; *Contracts; *Criminal Law; Injuries; *Legal Responsibility; *Parents; *Torts
IDENTIFIERS- Minnesota; *North Dakota

Three legal issues are examined: (1) the responsibility of children for breached contracts and the commission of torts; (2) parental liability; and (3) relevant law in North Dakota and other states. The people most affected by the actions of children are parents, merchants, and victims of vandalism. People who enter into contracts with children need to understand that minors may disaffirm their contracts and obtain a refund of any monies advanced. Parental responsibility for the torts of children is probably the most sensitive issue in this area of the law. Balancing a victim's right to be compensated with the imposition of parental liability is difficult. Arguably, the statutory limits on parental liability in most states are insufficient and should be increased to a higher amount. In most circumstances, it is very difficult for victims to recover from parents under a negligent supervision theory. A highly publicized increase in the statutory parental liability could stimulate parents to discuss the implications of delinquent behavior with their children. This could be the first step toward eliminating the problem of vandalism. (RH)

Hewes, Dorothy W.
Early Childhood Program Administrators and Parents from Third World Countries.
PUB DATE- Dec 88
NOTE- 13p.; Final Report presented to the Consortium for International Cooperation in Higher Education (December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Course Descriptions; *Cultural Background; Cultural Traits; *Early Childhood Education; Educational Practices; Ethnic Groups; Guidelines; *Immigrants; *Linking Agents; *Multicultural Education; Profiles; *Refugees; Teacher Responsibility

Briefly described is a San Diego State University course in which students became aware of linkages with community groups representing families from Third World countries. Students were taught material related to the administration of early childhood programs. Summaries of student research reports are included. Student reports focused on life experiences of the Hmong, Vietnamese, Ethiopians, Iraqis, Filipinos, Nicaraguans, Hispanics, Mexicans, Mexican-Americans, Laotians, Indochinese, Salvadorians, and Native Americans, and on immigrants and Head Start, migrant education in San Diego, school district children's centers, and California and Third World countries. Basic principles for working with parents from diverse ethnic groups are listed. (RH)

ED 303 280 RC 016 694

Freudenburg, William R.; McGinn, Barbara
Rural-Urban Differences in Environmental Concern: A Closer Look.
PUB DATE- 87
NOTE- 53p.; Revised version of a paper presented at the Annual Meeting of the Rural Sociological Society (50th, Madison, WI, August 12-15, 1987). Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Occupations; *Community Attitudes; Community Surveys; *Conservation (Environment); Economic Development; Energy Occupations; Environmental Standards; Farmers; Land Use; Local Issues; *Rural Areas; *Rural Urban Differences
IDENTIFIERS- Colorado (West); *Environmental Attitudes; Environmental Protection

This paper presents survey results from rural areas having significant levels of employment both in agriculture and in extraction industries (coal mining). Although a review of the literature suggests that rural residents may express lower levels of environmental concern than urban residents, one study proposed that rural residents in farm-related industries might have different attitudes than those in extractive industries. The survey includes items dealing with specific local concerns over environmental protection and technological development. The data come from a study of four communities in western Colorado that were facing the prospect of large scale development of coal and other fossil fuel energy resources. Aside from the issues of planning and zoning, farmers and ranchers in this sample were more concerned about environmental protection than persons in any other occupational category. The least environmental concerns were expressed by persons in coal mining and rapidly growing business and professional occupations. Qualitative interviews with area residents suggest that persons in agriculture valued environmental preservation in general, but were opposed to constraints of land use that might prevent them from obtaining high prices from the sale of their land. This study concludes that people in agriculture express higher levels of concern for environmental issues than do other rural persons living in the same community. The paper contains 71 references. (DP)

ED 303 323   SE 050 277

Biology, Medicine, and the Bill of Rights. Special Report.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-CIT-371
PUB DATE- Sep 88
NOTE- 130p.; Photographs may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 ($4.25; GPO-052-003-01133-6).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biological Sciences; Biology; Communicable Diseases; *Constitutional Law; DNA; Ethics; *Genetic Engineering; *Law Enforcement; Medicine; *Public Health; Research and Development; Scientific Research; *Technological Advancement; Technology; Values

The rapid progress in the biological sciences has resulted in many social, ethical, and legal issues. In medical practice, public health programs, research laboratories, law enforcement, insurance, the patenting process, agriculture, genetic counseling, and other fields, legal controversies and public policy debates have developed. Some of these issues entail challenges to traditional interpretations of constitutional principles. This report deals with the implications of new developments in biological sciences as they relate to the freedoms and protections embedded in the Bill of Rights. The chapters are: (1) "Biology and the Constitution"; (2) "Personal Rights and Technological Might"; (3) "The New Biology"; (4) "Human Genetics and the Constitution"; (5) "Public Health Techniques and Technologies"; and (6) "Medical Interventions: The Beginning and End of Life." The appendix contains a list of the Office of Technology (OTA) reviewers, contractors, workshop participants, and external reviewers. Other OTA assessments in progress, related publications, and an order form are included. (RT)

ED 303 339 SE 050 318

Carter, Constance, Comp.
Science Fair Projects. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
REPORT NO.- TB-88-4
PUB DATE- Dec 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Extracurricular Activities; Reference Materials; *Science Activities; *Science Fairs; *Science Projects; Secondary Education; *Secondary School Science; *Student Projects

This bibliography assists junior and senior high school students and teachers in planning, preparing, executing, and evaluating science fair projects. A few books with experiments suitable for elementary grade students are listed. This publication is not intended to be a comprehensive bibliography but is designed to put the reader "on target." Included are introductions to the topic; subject headings under which materials can be located; basic texts; specialized texts; classroom experiments and activities; handbooks and manuals; bibliographies; book/film reviews and "best book" sources; abstracting and indexing services; journals; journal articles; selected materials; and additional sources of information. (YP)

ED 303 355 SE 050 340

Eighth Grade Earth Science Curriculum Guide. Part 1.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-8030-30; ISBN-1-55839-058-8
PUB DATE- 88
NOTE- 330p.; Drawings may not reproduce well. Working draft.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Curriculum Guides; *Earth Science; Geology; Instructional Improvement; *Instructional Materials; Junior High Schools; Motivation Techniques; Physical Sciences; *Problem Solving; *Science Activities; Science Curriculum; Science Instruction; *Secondary School Science

This is a curriculum guide composed of lessons which can serve as models for the beginning teacher as well as for the teacher who needs activities to broaden the earth science perspective in the classroom. It was designed to supplement the New york State Earth Science Syllabus and encourages students to develop inquiry and problem solving skills. This working draft has four units. Unit I deals with matter: its definition; the building blocks; differences between metals and nonmetals; combination of elements; and the differences between mixtures and compounds. Unit II discusses geology: the materials making up the earth's crust; the earth's surface; rocks; the geologic record and mapping; and plate tectonics. Unit III concentrates on oceanography: the features along the continental coastlines; ocean basins; salinity; waves; and the ocean's resourcefulness. Unit IV includes weather and climate: a definition of weather; effects of air masses and fronts; characteristics of high and low pressure areas; wave cyclones; forcasting the weather; layers and composition of the atmosphere; and the factors influencing climate. This guide outlines objectives and process skills which cover planning and design, performance, analysis, interpretation, and application. Lesson plans and reproducible sheets are provided for teacher use. (RT)

ED 303 369 SE 050 359

Goldenberg, E. Paul; Kliman, Marlene

Metaphors for Understanding Graphs: What You See Is What You See.

Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-88-22
PUB DATE- 88
NOTE- 30p.; Drawings may not reproduce well.
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Graphics; Computer Oriented Programs; *Graphs; *Mathematical Concepts; Mathematical Enrichment; *Mathematics Instruction; Mathematics Materials; *Metaphors; Scaling; Secondary Education; *Secondary School Mathematics

Computer graphing makes it easier for students and teachers to create and manipulate graphs. Scale issues are nearly unavoidable in the computer context. In interviews and protocol analysis with six students from grade 8, and 12 students from grades 11 and 12, it became apparent that some aspects of scale are clearly understood very early while other aspects remain confusing to even some of the most successful students in pre-calculus and calculus, and that there is a consistency and meaning in metaphors which students invoked in explaining their ideas to themselves and teachers. Three metaphors inferred from students' words and one metaphor supplied by the authors are discussed. These are: (1) the computer as automatic paper and pencil; (2) scaling is like using a magnifying glass; (3) scaling as a rubber sheet (supplied by the authors); and (4) the mathematical curve as a bead necklace. Some implications concerning the curriculum are discussed. (YP)

ED 303 055 HE 020 899

Bletzinger, Ruth Beer
Loan Counseling: Requirements and Good Practice. NASFAA Monograph Series Number VI.
National Association of Student Financial Aid Administrators, Washington, D.C.
PUB DATE- Nov 87
NOTE- 69p.
AVAILABLE FROM- National Association of Student Financial Aid Administrators, 1776 Massachusetts Ave., N.W., Suite 100, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; Budgeting; College Students; *Counseling; Decision Making; Expenditures; *Federal Aid; Federal Programs; Higher Education; *Legal Responsibility; Loan Repayment; *Student Financial Aid; *Student Loan Programs; Student Rights
IDENTIFIERS- Guaranteed Student Loan Program; Health Educational Assistance Loan Program; Health Professions Student Loan Program; *Loan Counseling; Nursing Student Loan Program; Parent Loans for Undergraduate Students Program; Perkins Loan Program; Supplemental Loans for Students

Background and legal requirements for disclosure and counseling of students receiving loans under the federal student loan programs are discussed. A definition of loan counseling, a decision-making model for creating an institutional program, and information on loan consolidation are provided. Following introductory and background sections, the legal requirements for loan counseling and disclosure are summarized for Title IV Programs (Guaranteed Student Loans, Parent Loans for Undergraduate Students, Supplemental Loans for Students, and Perkins Loans) and for the health programs (Health Educational Assistance Loans, Nursing Student Loans, and Health Professions Student Loans). A section on an educational approach to loan counseling includes debt management; personal financial planning; and integrated, hierarchical program; and a decision-making model. The appendices provide tools and references for conducting loan counseling, including summary charts, sample forms, a self-evaluation checklist, and selected resources. (KM)

ED 303 068 HE 022 088

Madsen, David; Williams, Don
Indicators of Change in American Higher Education. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Educational Change; Educational Trends; Higher Education; *Institutional Survival; *Organizational Change; Quality Control; Student Attitudes; Student Characteristics; Teacher Student Ratio; Women Faculty
IDENTIFIERS- *ASHE Annual Meeting

Information on indicators of change in American higher education that either individually or collectively might be used to measure the health of the nation's colleges and universities is presented. Change indicators include student/faculty ratio, faculty appointments, student attitudes and characteristics, percentage of female faculty and students, and measures of the quality of new faculty members. Success in detecting the important changes occurring in institutions can prove critical in deciding which changes should or should not occur. Failure to detect these trends can lead to institutional ossification and deterioration of entire systems. Statistical information is presented on the following topics: (1) faculty-student ratio in U.S. colleges and universities (1879-1982); (2) PhDs awarded and faculty appointments by 5-year periods (1945-1979); (3) percentages of women enrolled in American colleges and universities compared with percentages of women faculty; and (4) percentage of American Rhodes scholars and Phi

Beta Kapa recipients choosing academic careers by 5-year periods (1945-1979). Whether such indicators can provide information vitally important to the leaders of American higher education can only be decided by them. Contains 17 references. (SM)

ED 303 081 HE 022 101

Plucker, Frank E.
Institutional Factors That Motivate Research Activity in Research Universities. A Progress Report. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Educational Change; Faculty Publishing; Grants; Grantsmanship; Higher Education; Influences; Motivation; *Organizational Climate; Professional Development; Research; *Researchers; Research Universities
IDENTIFIERS- *ASHE Annual Meeting

A study of the institutional factors at research universities that motivate faculty to pursue research grants and are correlated with significant movement up and down an index of overall research activity is reported. Two institutions within one state system, one with a positive and one with a negative change, are used. Surveys of faculty at research and other universities report teaching, not research, is the main interest of faculty. Most faculty at research universities see publication as a primary source of professional achievement and as the main requirement for promotion, tenure, and higher salaries. Yet, they suggest, mere reinforcement for research and publication is not enough. This discordance between the acknowledged rewards and faculty efforts suggest the present system, based on motivational incentive of extrinsic rewards, may not be working well. The use of an intrinsic motivation and self-determination framework will allow the evaluation of the intrinsic or extrinsic nature of a reward and provide a basis for comparing the merits of a human resource framework versus a rational management framework. Research topics addressed are: (1) the relationship between intrinsic and extrinsic motivation and the Research Activity Index (RAI) rank; (2) the perceptions of faculty at institutions with increasing or decreasing RAI rank regarding motivators or amotivators for the submission of proposals and management of research grants; (3) how faculty perceptions compare with the research administrators' perceptions of motivational factors; and (4) whether faculty at universities with consistently high RAI ranks encounter motivators in place that encourage them to submit more proposals and/or acquire more grants than faculty in universities without high RAI ranks. Contains 65 references. (SM)

ED 303 107 HE 022 133

Legislation Affecting Higher Education Enacted during the 1987-88 Session. A Staff Report to the California Postsecondary Education Commission. Staff Report Series. Report 88-34.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Oct 88
NOTE- 37p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Educational Finance; *Educational Legislation; *Government School Relationship; Higher Education; *Policy Formation; Politics of Education; Public Policy; *State Legislation; State Surveys
IDENTIFIERS- *California

Statutory changes affecting postsecondary education enacted during the 1987-88 California legislative session are summarized, along with legislation adopted by the legislature in 1988 and vetoed by the Governor. Some important changes include the following on financial aid, fees, public school issues, and postsecondary issues: (1) the mandatory community college statewide fee of $50 per semester was extended; (2) the Cal Grant program was modified to include a fifth year of financial assistance for eligible applicants enrolled in teacher preparation programs; (3) recommendations for comprehensive revisions in law regarding staff development programs were implemented); and (4) the Superintendent of Public Instruction was authorized to revoke the license of a private postsecondary institution accredited by a national accrediting agency. During the 2-year legislative session, the California Postsecondary Education Commission was directed to complete five projects, including presenting options for a performance funding program for public postsecondary institutions and studying the operations and procedures of accrediting associations. Among the bills vetoed by the Governor are a proposed college savings plan (tax-free savings for a child's educational expenses) and a proposed test access pilot program to increase the number of underrepresented minority students who take preliminary college entrance exams. Appended are a report on bills signed by the Governor in 1987 and 1988 or vetoed in 1988, and a list of the membership of legislative policy and fiscal committees for higher education. (SM)

ED 303 122   HE 022 151

Schwalb, Susan J.; Sedlacek, William E.
A Profile of Incoming Freshmen at the University of Maryland College Park, 1988-1989. Research Report #14-88.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Freshmen; College Students; Ethnic Groups; Higher Education; Hispanic Americans; Institutional Research; State Colleges; *Student Adjustment; *Student Attitudes; *Student Characteristics; Student Needs; Surveys
IDENTIFIERS- *University of Maryland College Park

The University New Student Census (UNSC) for 1988 was completed by 546 freshmen entering the University of Maryland, College Park. Of the students sampled, 55% were male and 45% female. The majority of students polled were white (76%), 12% were Black, 10% Asian, 2% Hispanic, 0.2% American Indian/Native Alaskan, and 0.6% other. Student attitudes and expectations were explored for both academic and extracurricular interests: 34% chose Maryland for its academic programs and 50% said it was their first choice; students felt their greatest adjustment would be learning to budget time wisely and studying efficiently; and students felt that they would utilize opportunities for counseling and educational skills services, with the greatest interest shown in educational and vocational planning and in learning to study more efficiently. Entering freshmen in 1988 may be slightly different from those of past years, in that mean Scholastic Aptitude Test scores in 1988 were 564 Quantitative and 493 Verbal, which is an increase from the 1987 scores of 548 Quantitative and 484 Verbal. A description of Clark-Trow student types is included. Contains 1 reference. (Author/KM)

ED 303 194 JC 890 045

Vail, Evan
Energizing an Institution for Excellence.
Riverside Community Coll., CA.
PUB DATE- May 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Planning; College Role; Community Colleges; Educational Philosophy; *Institutional Mission; *Organizational Objectives; *Participative Decision Making; Self Evaluation (Groups); Two Year Colleges

In spring 1984, Riverside Community College (RCC) initiated a strategic planning process designed to draw a larger proportion of the college community into institutional planning. In the first meetings of the President's Strategic Planning Advisory Committee (PSPAC), 58 faculty, managers and support staff gathered to address questions concerning the college's mission, goals, and programs. The Committee met each Friday afternoon to discuss case studies of successful and unsuccessful businesses. The presentations made by the college president and other members of the committee served as exemplars of good teaching. Between the large group meetings, smaller groups met to review the discussion questions on the week's case study or current topic. The discussion groups were expected to look at ideas from every possible angle, but not to produce any product; instead, action groups made up of representatives of the discussion groups were formed to come up with such products as a list of the five things the college does best, or needs to do. Despite early resistance to the adoption of a business mentality, gradually newly learned business and marketing principles were applied to the college. The final outcome of the first PSPAC meetings was a series of statements about RCC's "business," vision, and values. Since 1984, there have been other PSPAC's to address other concerns. Though not all outcomes have been positive, the potential rewards of the process far outweigh the risks. (AJL)

Jorde-Bloom, Paula
A Great Place to Work: Improving Conditions for Staff in Young Children's Programs.
National Association for the Education of Young Children, Washington, D.C.
REPORT NO.- ISBN-0-935989-18-8
PUB DATE- 88
NOTE- 83p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC Publication No. 250, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Day Care; Day Care Centers; Early Childhood Education; Employer Employee Relationship; *Organizational Climate; *Organizational Development; Organizational Effectiveness; *Self Evaluation (Groups); *Staff Role; Surveys; *Work Environment

This book discusses important issues of the day care profession. Topics include evaluation of the work place and the improvement of the day care environment for the benefit of staff, parents, and children. Organizational climate is considered in terms of the different types of early childhood programs and their relationship to current knowledge about individual and group behavior in organizations. Ten key dimensions of organizational climate that support professionalism are identified. An overview of the importance of assessing work attitudes focuses on both informal and formal assessments. The discussion also covers the ways in which day care directors can effectively promote a positive professional climate in their centers; these methods include: (1) encouragement of staff collegiality; (2) provision of opportunities for professional development; (3) feedback on teacher performance; (4) definition of roles and responsibilities; (5) the reward system; (6) staff involvement in decision-making; (7) staff involvement in determining program goals; (8) wise use of time; (9) setting of realistic work loads; (10) use of the physical environment to enhance job effectiveness; (11) encouragement of innovation and creativity. Included is a list of 115 references. (RJC)

ED 303 135 IR 013 588

Students at Risk: How Computers and Software Can Help.
Mindscape, Inc., Northbrook, IL.
PUB DATE- 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Computer Software Reviews; *High Risk Students; Individualized Instruction; *Potential Dropouts; Remedial Programs; School Community Programs; Secondary Education

This brochure describes computer software available from Mindscape that is designed for use with at-risk students, i.e., those who have dropped out of school or those who are potential dropouts. An overview of the problem and school- and community-based programs responding to the problem is provided, and use of Mindscape computer software by several such programs is described. Tips for using computer software programs with this group of students are also provided, and it is noted that at-risk students need programs that provide positive reinforcement, and that they prefer student directed programs which provide frequent interaction with the computer. A list of Mindscape products for at-risk students is included. (Author/EW)

ED 303 432 SP 030 849

Marsh, David D.; Bowman, Gregory A.
State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 88
NOTE- 50p.
GRANT- G-00860997
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Curriculum Development; *Decision Making; *Educational Change; Financial Support; *Policy Formation; *Program Implementation; School District Autonomy; Secondary Education; *State School District Relationship
IDENTIFIERS- *California School Improvement Program

A comparison is made between two broad strategies for instituting reform in secondary schools: the bottom-up, process-oriented approach typified by the California School Improvement Program and the top-down content-oriented approach typified by the more recent reform effort in California, the School Reform approach. The comparison was made in terms of the types of innovation undertaken, the local implementation process used, and the impact of the reform on school climate, teachers, students, and ongoing capacity for change at the local level. Specifically, the comparison of the two strategies focused on: (1) what content areas were addressed, what type of students were targeted, and what methods of instruction were pursued; (2) in what ways the people at the school conceived of, and implemented, the process of change; and (3) how did the innovations affect student outcomes, staff morale, or the capacity of the organization to make ongoing changes. Findings indicated that: (1) top-down strategies are effective for implementing comprehensive reforms; (2) the bottom-up process is most effective for unique programs targeted to specific student needs; (3) bottom-up changes are difficult to institutionalize within the regular program; and (4) top-down strategies must include bottom-up participation. (JD)

ED 303 042 FL 017 785

Ostiguy, Luc; Gagne, Gilles
Le Developpement du francais oral soutenu par l'analyse du langage, 3e-6e annee (The Development of Sustained Oral French through Language Analysis, Grades 3-6). Serie: Le Francais a l'ecole primaire. Documentation pedagogique numero 9.
Montreal Univ. (Quebec).
REPORT NO.- ISBN-2-920156-36-5
PUB DATE- 88
NOTE- 131p.
AVAILABLE FROM- Centre de diffusion, Programme de perfectionnement des maitres de francais au primaire, Faculte des sciences de l'education, Universite de Montreal, C.P. 6128, Succ. A., Montreal, Quebec, Canada H3C 3J7 ($10.00 Canadian).
LANGUAGE- French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); *French; Intermediate Grades; *Oral Language; Second Language Instruction; Skill Development
IDENTIFIERS- *Metalinguistics

An approach to elementary school French language instruction emphasizes sustained oral language through language analysis. The guide is intended for teachers of grades 3-6. It contains an introductory section, an explanation of the approach, a brief discussion of the linguistic content of oral language instruction, and four communicative classroom activities. The activities, based on formal situations, require both group and individual preparation and conclude with metalinguistic activities designed to systematically develop an explicit understanding of the linguistic content. Audiotaped playlets (not included) are intended to accompany each communicative activity; transcriptions of the playlets are appended to the guide. (MSE)

ED 303 151 IR 013 621

Steenland, Sally; Whittemore, Lauren
Women Out of View. An Analysis of Female Characters on 1987-88 TV Programs.
National Commission on Working Women, Washington, D.C.
PUB DATE- Nov 87
NOTE- 30p.; For related reports, see IR 013 616-622.

AVAILABLE FROM- National Commission on Working Women, 1325 G Street NW, Washington, DC 20005 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Black Stereotypes; *Commercial Television; *Employed Women; *Family Characteristics; Mass Media Effects; *Programing (Broadcast); *Sex Stereotypes; Television Research

This study of the images of women as portrayed on new television programs in 1987-88 not only compared them with the images of the last season, but examined the similarities and differences between these characters and real life women. Each continuing female character on every new show was coded for race, age, occupation, marital and socioeconomic status, and number of children under 18 years of age. Analyses of these data showed a significant downturn in the number of female characters on television, with a return to male-dominated programs. However, there were some new programs with female characters, and those characters were portrayed in a more realistic fashion than in previous years. In addition, although young, white, single professional women continued to be the dominant profile, there were some working class female and nonprofessional characters in the new programs. While the number of minority female characters has grown, they exist primarily in black situation comedies, and minority females other than blacks were rare. Likewise, television's portrayal of families was beginning to acknowledge the pressures of combining work and family life. Nevertheless, most of the family life portrayed in the 1987-88 season concerned single fathers, with single mothers and nuclear families in the minority. (EW)

ED 303 181 IR 052 631

Danziger, Pamela N.

Practical Downloading to Desktop Publishing: Enhancing the Delivery of Information.

PUB DATE- Oct 88
NOTE- 7p.; Paper presented at the ONLINE '88 Conference (New York, NY, October 10-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; *Computer Software; Costs; *Information Systems; *Microcomputers; *Technological Advancement; Training; *Users (Information)
IDENTIFIERS- *Desktop Publishing

This paper is addressed to librarians and information managers who, as one of the many activities they routinely perform, frequently publish information in such formats as newsletters, manuals, brochures, forms, presentations, or reports. It is argued that desktop publishing--a personal computer-based software package used to generate documents of near-typeset quality--is an important tool for the information manager to use in packaging and delivering information to the end-user. Reasons for using desktop publishing are discussed, and a four-step explanation of how desktop publishing works is provided. Several factors that must be considered when implementing a desktop publishing system are outlined, including: (1) equipment selection; (2) software selection; (3) word processing interface; (4) need for graphics; (5) training; and (6) cost. It is suggested that the use of desktop publishing can result in better quality information, an improved image of the information center, new services for users, and an increased contribution to the organization. (CGD)

ED 303 209 JC 890 065

Holohan, Ronald J.
QUEST: A Model Transfer Program and Evaluation of QUEST Program.

Illinois Central Coll. East Peoria.
PUB DATE- 88
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Transfer Students; Community Colleges; *Core Curriculum; Courses; Curriculum Development; *General Education; Humanistic Education; *Program Content; Program Costs; Program Descriptions; Program Design; Program Evaluation; Teaching Methods; Transfer Programs; Two Year Colleges

These reports describe and evaluate Illinois Central College's Quality Undergraduate Education for Student Transfers (QUEST) program. The core of the program is to develop in students 15 competencies identified as essential to an educated person: communication skills, mathematics skills, appreciation of physical well-being, understanding of the natural world, understanding of our society, understanding of technology, understanding of our cultural heritage, information-gathering skills, critical thinking skills, effective group interaction, self-examination/self-worth, tolerance and social responsibility, leadership, intellectual curiosity, and an individual value system. All of the competencies are taught across the curriculum, but seven are also the focus of specific courses. The program emphasizes active modes of teaching and learning, including small group work, study groups, independent study, and open-ended assignments. The program seeks to foster the sense that students belong to a community of learning, through a mentor program, an orientation program, assessments of students' talents and interests, cultural activities, and service to the community. The descriptive report discusses the 15 competencies, teaching methods, and the development of a community of learning. The evaluative report considers program costs and revenue, enrollments, retention rates, academic performance, and responses to a student survey regarding QUEST and its effect on their academic life. Appendixes present the results of high school counselor interviews; results of a faculty survey; QUEST faculty meeting notes; a survey of sophomore QUEST students; a summary of pre- and post-assessments of learning; and a QUEST manual. (AJL)

ED 303 236 PS 017 660

Phillips, Shelley
Toddlers. Selected Papers Number 58.
Foundation for Child and Youth Studies, Kensington (Australia).
REPORT NO.- ISBN-0-947193-59-6
PUB DATE- Aug 88
NOTE- 24p.; Paper based on a seminar presented at the Early Intervention Association's conference (North Ryde, Australia, August 1988).

AVAILABLE FROM- Arndell Children's Unit, Badajoz Road, North Ryde, 2113 New South Wales, Australia ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Anxiety; *Cognitive Ability; Cognitive Development; Coping; Day Care; Dramatic Play; Early Childhood Education; Foreign Countries; *Individual Characteristics; Individual Power; Language Acquisition; *Parent Attitudes; Perspective Taking; Play; *Self Esteem; Sex Stereotypes; *Teacher Attitudes; Teacher Responsibility; *Toddlers
IDENTIFIERS- *Australia

Discussed are adults' egocentric attitudes about children, particularly toddlers, and ways in which such attitudes can creat unnecessary stress in the caregiver and toddler. Emphasis is given to: (1) hostile myths about toddlers that obscure reality and muddy relationships; (2) misunderstandings about ways in which toddlers think; (3) young children's need to develop embryonic feelings of competence or self-esteem; and (4) toddler behaviors that adults view as undesirable. The section on hostile myths about toddlers discusses power, discipline, and ways of coping with anxiety. The section on toddlers' thinking explores physical activity as the basis of mental development, perspective taking, concepts, pretending, fantasizing, and language. The section on toddlers' development of self-awareness deals with toddlers' limited objectivity, growing self-image, sensuality, gender development, will and competence, use of possessions to promote the sense of individuality, negativism, aggression, and need for clear-cut guidelines. The concluding section explores aspects of toddlers' play, social relations, sibling rivalry, toilet training, and parents' mental health. (RH)

ED 303 251 PS 017 754

Delaney, Mary; Komori, Gloria
Care and Resources for Employees and Their Dependents.
Boys and Girls Club of Escondido, CA.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 88
NOTE- 56p.
AVAILABLE FROM- Boys and Girls Club of Escondido, 115 West Woodward Avenue, Escondido, CA 92025 ($19.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; Children; Demonstration Programs; Disabilities; *Employer Supported Day Care; *Family Day Care;

Fringe Benefits; *Linking Agents; *Marketing; Older Adults; Program Descriptions; *Public Relations; Recruitment; Social Networks; Surveys
IDENTIFIERS- *CARE Boosters Network

Through the professional expertise of the Boys and Girls Club of Escondido, California, CARE Boosters, a 3-year demonstration project, developed an employer-sponsored dependent day care system that provided small group care in home settings for children and the developmentally disabled. By linking family day care providers and other caregivers in the community with local businesses, the project demonstrated the feasibility of providing dependent care as a fringe benefit for employees. This document begins with an introduction that focuses on the background to the program, and the topics of employers as sponsors and CARE Boosters as a model. Issues discussed in the body of the work include: (1) the family day care provider's role in terms of licensing regulations, record keeping, taxes, insurance, quality resources, and food programs; (2) aspects of the CARE Boosters Network, including recruitment of CARE Boosters family day care providers, orientation, agreement between family day care home and CARE Boosters and between provider and parent, and resources for care of the elderly and the developmentally disabled; (3) public relations; and (4) promotional tools, surveys and other ways of marketing CARE Boosters to employers. Related materials, such as an employee survey, are included. (RH)

ED 303 281   RC 016 768

Graham, Roberta
A Sense of History: A Reference Guide to Alaska's Women 1896-1985. Alaska Historical Commission Studies in History No. 179.
Alaska Women's Commission, Anchorage.

SPONS. AGENCY- Alaska Historical Commission, Anchorage.
PUB DATE- 30 Jun 85
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Historical Materials (060)
DESCRIPTORS- Alaska Natives; Biographies; Family Life; *Females; Land Settlement; Library Collections; Oral History; Personal Narratives; Photographs; Resource Materials; Rural Environment; *Social History; *State History; Tape Recordings; *Womens Studies
IDENTIFIERS- Adventure Stories; *Alaska; *Frontier History; Pioneer Life

This reference guide catalogs over 700 citations of written material, films, recordings, and photographs about Alaska women from 1896 to 1985. Each entry contains author, title, periodical citation or source, and a brief description. Major subject areas include adventure, agriculture, anthropology, art and music, aviation, churches and missions, economics and business, education, gold rush, history, homesteading, homemakers, law, marriage and family, native women, nursing, politics, professions, profiles, recollections, sports, travel, women's clubs, and women and work. Listings do not cover Alaska women authors or works of fiction. The book describes: (1) relevant holdings of universities, libraries, museums, and private collections in Alaska and the rest of the United States; (2) audiovisual collections, radio programs, photograph collections, slide shows, and posters; (3) oral history collections; (4) reference works and sources; and (5) publications of the Alaska Women's Commission. The volume includes an author index and a chronology of legislative milestones for women in Alaska. (SV)

ED 303 295 RC 016 929

Barker, Bruce O.; Patrick, Kenneth R.

Teacher Effectiveness via Interactive Satellite: Preliminary Findings from Observation of Three Teachers over the TI-IN Interactive Satellite Network.

PUB DATE- Sep 88
NOTE- 20p.; Paper presented at the Annual Conference of the National Rural Education Association (80th, Bismarck, ND, September 25-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Advance Organizers; *Communications Satellites; *Distance Education; High Schools; Information Networks; Questioning Techniques; *Rural Schools; Small Schools; *Teacher Effectiveness; Teacher Student Relationship; Teaching Methods; *Telecommunications
IDENTIFIERS- Corrective Feedback Paradigm; Interactive Satellite Instruction; Praise; *TI IN Network TX; Wait Time

Communications satellites transmit live interactive television broadcasts from a host site classroom to small and geographically isolated rural high schools. Using the research on effective teaching practices, this study examined the effectiveness of instruction delivered by satellite. Researchers observed 15 hours of three courses (Computer Science I, Art History I, and Sociology I) on the TI-IN Network. They calculated the frequency of the following teaching techniques using a content analysis design: (1) instructor initiated interaction; (2) student initiated interaction; (3) wait time; (4) level of questioning; (5) advance organizers; (6) statements of expectations for students; (7) review; (8) praise; and (9) corrective feedback. Researchers found that the instruction was interactive, students and teachers were talking back and forth to each other via the medium. The three observed teachers asked a sufficient number of low- and high-level questions with appropriate teacher wait time to permit students an opportunity to process information. They used advanced organizers, review, praise, and corrective feedback. Teachers stated their expectations for the students. The teaching behaviors occurred to the same extent that they occur in a traditional classroom. Further research should focus on the effectiveness of programs on other satellite networks. This paper contains 20 references and one table. (KS)

ED 303 309 RC 016 955

Cassens, Jennifer R., Ed.
Nature's Classroom: A Program Guide for Camps and Schools.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-110-6
PUB DATE- 88
NOTE- 126p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($24.95).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Camping; Elementary Secondary Education; Environmental Education; Experiential Learning; *Field Instruction; Field Trips; Handicrafts; *Outdoor Activities; *Outdoor Education; *Teaching Guides; Wildlife

This guide assists instructors in planning outdoor experiences, particularly in a camp setting. Although it is not a pre-packaged program, the book contains over 40 outdoor programming ideas, allowing instructors to create their own programs. It includes suggestions for goal setting, scheduling, housing, staffing, curriculum planning, policy outlining, equipment, clothing, and various forms. Chapter titles are: (1) Program Guide; (2) Critters; (3) Outdoor Feelings; (4) Trees and Such; (5) Back in Time; (6) Challenge; (7) The Good Earth; and (8) Winter Watch. Each lesson includes objectives, equipment, introductory discussion, activities, and conclusions. Certain lessons contain additional components such as follow-up activities. This guide contains 45 references. (KS)

ED 303 324 SE 050 278

Barr, James E.; Sikora, Jean Pantell

A Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833.

Louisiana State Dept. of Education, Baton Rouge.; Louisiana State Univ., Baton Rouge. Center for Wetland Resources.
PUB DATE- 88
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biological Sciences; Elementary School Science; *Energy Education; *Environmental Education; Marine Biology; *Marine Education; *Resource Materials; Resources; *Sciences; *Secondary School Science; Social Studies

Due to the dynamic nature of science, and particularly scientific issues concerning the environment, it is a challenge to find materials for up-to-date lessons on these subjects. This publication helps teachers meet the challenge of emphasizing scientific principles and the natural functioning of the environment. Provided are a varied and interesting compilation of free or inexpensive supplemental materials and other resources. This guide is also suitable for teachers who want to present units in areas relating mathematics, social studies, or language arts skills to their science programs. The contents include: (1) "Book Publishers"; (2) "Resources"; (3) "Environmental Science"; (4) "Special Awards"; (5) "Special Resources"; (6) "Energy Education"; (7) "Marine Science Education, Secondary"; (8) "Marine Science Education, Elementary"; and (9) "Index." Availability and prices are included for most listings. (RT)

ED 303 340 SE 050 320

Radon Reduction Methods: A Homeowner's Guide.
Environmental Protection Agency, Washington, D. C.
REPORT NO.- OPA-86-005
PUB DATE- Aug 86
NOTE- 28p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($1.00).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Cancer; *Disease Control; *Environmental Education; *Environmental Influences; *Hazardous Materials; Health Education; *Radiation Effects; *Science and Society
IDENTIFIERS- *Radon

The U.S. Environmental Protection Agency (EPA) is studying the effectiveness of various ways to reduce high concentrations of radon in houses. This booklet was produced to share what has been learned with those whose radon problems demand immediate action. The booklet describes nine methods that have been tested successfully--by EPA and/or other research groups--on houses with high indoor radon levels. The information presented here is concerned primarily with radon which enters a house from the underlying soil. The first lesson to learn about radon reduction is this: No two houses are alike. Even houses that look the same have small differences in construction that can affect radon entry and the design and effectiveness of reduction techniques. Underlying soils also may vary, even among houses which sit close together. This booklet is intended primarily for homeowners who already have had their homes tested for radon and have decided that they need to take some action to reduce radon levels. (CW)

ED 303 370 SE 050 361

Lampert, Magdalene

Teaching That Connects Students' Inquiry with Curricular Agendas in Schools. Technical Report.

Educational Technology Center, Cambridge, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-88-27
PUB DATE- Oct 88
NOTE- 32p.
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Geometric Concepts; Geometry; *Inquiry; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Teacher Role; *Teaching Styles

Assuming guided inquiry as a pedagogical ideal in mathematics education implies that teaching must connect students' thinking about a subject with curricular agendas and instructional goals. Because students are not typically inclined to consider their active inquiry as a route to acquiring the knowledge that is valued in school, such teaching must simultaneously elicit students' engagement in inquiry and legitimate inquiry as a route to learning. Within this conceptual framework, the empirical research reported in this paper describes several strategies used by secondary school geometry teachers as they attempted to practice a pedagogy of guided inquiry using the "Geometric Supposers." The teachers' strategies are discussed in terms of sociolinguistic theories about the teacher's role in defining the meaning of mathematical knowledge in the classroom. (Author)

ED 303 385 SO 019 615

Welsh, Barbara, Comp.
Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987.
Maryland State Commission for Women, Baltimore.; Maryland State Dept. of Education, Baltimore.
PUB DATE- 87
NOTE- 325p.; Document contains colored paper. Some photographs, drawings, and print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Biographies; Class Activities; Community Education; Curriculum Enrichment; Elementary Secondary Education; *Females; *Organizations (Groups); *Personal Narratives; Resource Units; *Social Action; Social Studies; *State History; Units of Study; *Womens Studies
IDENTIFIERS- *Maryland; National Womens History Month

Produced to help Maryland schools and community organizations commemorate National Women's History Month, this resource unit may also be used throughout the year to teach about women's history. Part 1 contains general information about women's contributions to social reform and an overview of the women's rights movement. Part 2 includes biographical sketches of historical and contemporary Maryland women who have been involved in 10 different areas of social reform and autobiographical reflections written by the profiled contemporary social reformers. Part 3 contains background information about women's rights organizations in Maryland and brief histories about some of them, while part 4 provides a potpourri of selected women's history class activities. Learning activities are also provided in some of the other sections. Part 5 is a resource directory covering a variety of print and other resources. A speakers list concludes the packet. (JHP)

ED 303 401   SO 019 650

Helburn, Suzanne
Two Traditions in Economics: Implications for Teaching U.S. and World History.
PUB DATE- 18 Jul 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Social Science Education Consortium, Inc. (Binghamton, NY, July 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capitalism; Economic Progress; *Economics Education; High Schools; *History Instruction; *Marxism; Science and Society;

Social Studies; Textbook Content
IDENTIFIERS- *Neoclassical Economics

This paper discusses the neoclassical and the Marxist traditions in economics and the current treatment of capitalist development in history textbooks. Beginning with an overview of the classical economists, Adam Smith, Thomas Malthus, and David Ricardo, the two traditions in economics are then discussed in terms of: (1) scope and focus of analysis; (2) purpose and usefulness; (3) assumptions about society and social change; (4) assumptions about human motives and behavior; (5) unit of analysis and analytic procedures; (6) the nature of capitalism; (7) capitalist performance; (8) treatment of economic history and noncapitalist societies; and (9) insights useful in the school curriculum. To determine whether textbooks explain capitalist development in terms of science and technology, a U.S. history textbook, "Triumph of the American Nation" (1986) and a world history textbook, "The Human Experience: A World History" (1985) are analyzed. A discussion of capitalist development is virtually absent in both books which accounts for the lack of a connection between technological development and capitalist development in the history curriculum. To ensure that capitalist development is linked to technological development and that the Marxist perspective is included in the study of economics, these suggestions are made: (1) rewriting history textbooks; (2) using labor market history textbooks to supplement current history textbooks; (3) recognizing the limitations of neoclassical economics; and (4) reading how Marxist historians treat the capitalist era. (DJC)

ED 303 416 SO 019 910

Hazzard, Terry

Affirmative Action and Women in Higher Education.

PUB DATE- Dec 88
NOTE- 21p.; Research toward doctoral degree, Florida State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Affirmative Action; *Employed Women; Employment Practices; Equal Education; Equal Opportunities (Jobs); *Federal Legislation; *Higher Education; *Sex Discrimination; Sexual Harassment
IDENTIFIERS- Carnegie Commission Report; Civil Rights Act 1964 Title VII; Education Amendments 1972; Equal Pay Act 1963; Executive Order 11246; Fair Labor Standards Act; *Historical Background

The purposes of this paper are to: (1) discuss the historical development of women in higher education; (2) describe the implementation of federal policies for women; (3) focus on selected problems encountered by women in the work-place; and (4) offer recommendations and suggestions for eliminating some of the problems that women encounter. The section on historical background highlights underrepresentation of women as students, employees, and leaders in higher education. Federal policies that are examined include the Fair Labor Standards Act (1938), the Equal Pay Act (1963), Title VII of the Civil Rights Act (1964), the Education Amendments (1972), and Executive Order 11246 (1965). Sexual discrimination and harassment issues and problems are featured. Recommendations from the Carnegie Commission's (1973) report regarding opportunities for women in higher education and from "The Personnel Administrator" (P. Somers, J. Clementson-Mahr) about handling sexual discrimination situations are provided. A 32-item bibliography is included. (JHP)

ED 303 069 HE 022 089

Stage, Frances K.; Williams, Palisa D.
Students' Motivation and Changes in Motivation during the First Year of College. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Attendance; *College Freshmen; *Enrollment Influences; Higher Education; Longitudinal Studies; Student Characteristics; Student Development; *Student Motivation; Undergraduate Students
IDENTIFIERS- *ASHE Annual Meeting

First year university students are identified and categorized according to their motivations for enrolling in colleges. Characteristics and achievements of students with varying motivations are discussed, and changes in motivation during the first year of college are explored. Students were surveyed in the fall during the first 2 weeks of class to obtain demographic information and measures of motivation and commitment. They were resurveyed in the spring during the last month of classes of the same academic year to obtain new measures and motivation. The following classifications of motivational orientations were identified for undergraduates: certification, cognitive, community service, change, social, recommendation, and escape. Some of the changes in motivation may be viewed as positive, and others as negative. An increase in measure of the cognitive or community service scales may be viewed as positive movement toward certain stated goals of higher education, but increases on the escape, recommendation, or change scales could be viewed as negative. The subgroups of community service, social, cognitive, escape, and certification showed significant decreases in the motivation factor in which they had initially scored highest. Students in this study showed a significant increase in the recommendation motivation factor (recommendations of others increased in importance as a reason to enroll in college). Further research might focus on types of experiences which may be related to increasing one's desire to serve others or to increasing one's intellectual thirst. Contains 18 references. (Author/SM)

ED 303 095 HE 022 115

Reich, Jill N.; And Others
The Scholar: Integrating Teaching and Research in Higher Education. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Faculty Workload; Higher Education; Models; Professional Development; *Researchers; Success; *Teacher Role; *Teaching (Occupation)
IDENTIFIERS- *ASHE Annual Meeting

Though teaching and research are the core activities of the academic profession, little evidence exists to link these two core areas, and faculty are torn between the competing obligations. Initial steps taken to describe the scholar, to develop a model, and to investigate the potential of moving toward a separate integrated entity are presented. The objectives in this regard are: (1) to determine faculty interest in integrating teaching and research; (2) to begin developing a definition of the scholar by identifying component parts; (3) to delineate these component parts; and (4) to test and evaluate interventions designed to move in the direction of the goals and ideals proposed for the scholar. In a survey at a doctoral granting institution, 65% of the faculty indicated a strong desire to integrate teaching and research. The scholar model, while still in its development, shifts the focus of activities from those that question the relationship between teaching and research to those that assume that relationship and seek to define it. The scholar model has the following integrated characteristics: disseminating knowledge, integrating knowledge, discovering knowledge, communicating knowledge, and applying knowledge. The four types of activities in which research is trying to make the model effective are: graduate training; activities utilizing and implementing the scholar goals; activities that serve to enhance characteristics of the scholar; and moving the institutional reward system toward reflecting the model. Contains 8 references. (SM)

ED 303 136 IR 013 589

Commercialization of Children's Television. Hearings on H.R. 3288, H.R. 3966, and H.R. 4125: Bills To Require the FCC To Reinstate Restrictions on Advertising during Children's Television, To Enforce the Obligation of Broadcasters To Meet the Educational Needs of the Child Audience, and for Other Purposes, before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress (September 15, 1987 and March 17, 1988).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 88

NOTE- 354p.; Serial No. 100-93. Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Advertising; *Childrens Television; *Commercial Television; *Federal Legislation; Hearings; Policy Formation; *Programing (Broadcast); *Television Commercials; Television Research; Toys

IDENTIFIERS- Congress 100th; Federal Communications Commission

This report provides transcripts of two hearings held 6 months apart before a subcommittee of the House of Representatives on three bills which would require the Federal Communications Commission to reinstate restrictions on advertising on children's television programs. The texts of the bills under consideration, H.R. 3288, H.R. 3966, and H.R. 4125 are also provided. Testimony and statements were presented by: (1) Representative Terry L. Bruce of Illinois; (2) Peggy Charren, Action for Children's Television; (3) Robert Chase, National Education Association; (4) John Claster, Claster Television; (5) William Dietz, Tufts New England Medical Center; (6) Wallace Jorgenson, National Association of Broadcasters; (7) Dale L. Kunkel, American Psychological Association; (8) Geraldine B. Laybourne, Nickelodeon; (9) Gerald S. Lesser, Harvard University; (10) Preston R. Padden, Association of Independent Television Stations; (11) Shaun Sheehan, Tribune Broadcasting Co.; (12) Jerome Singer, Yale University; (13) Ellen Wartella, University of Illinois; (14) John Weems, Mattel, Inc.; and (15) Gilbert H. Weil, Association of National Advertisers. Material submitted by the following organizations is also included in the record: American Psychological Association; Association of Advertising Agencies; National Consumers League; National Parent and Teachers Association; and the New York City Department of Consumer Affairs. (EW)

ED 303 167 IR 052 617

Hoffman, Preston Jones
An Evaluative Directory to Producers and Distributors of Unabridged Books on Cassette Tape. Occasional Papers Number 184.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Nov 88
NOTE- 40p.
AVAILABLE FROM- Occasional Papers, Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($5.00 plus $.50 postage prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audiotape Cassettes; *Library Collection Development; *Library Material Selection; Policy; Public Libraries; *Publishing Industry; Questionnaires; Surveys; *Talking Books

A study gathered information about producers and distributors of unabridged books on cassette tape for the use of librarians engaged in collection development. Questionnaires were distributed to 48 public libraries and 45 producers/distributors. This report includes an introduction covering the history of this medium and a rationale for collecting books on cassette in the public library; a literature review; a description of the survey methodology and results; and a discussion of the findings. A two-part directory to producers/distributors based on the survey results is then presented. The first part provides the results of the producer/distributor survey questionnaire, including the addresses and telephone numbers of the respondents, information on the number and genres of available titles, and policies on discounts, damage, duplication, ordering, and shipping charges. The second part reports librarians' comments on each producer/distributor. Copies of the questionnaires and additional names, addresses, and formats for producer/distributors are appended. (48 references) (MES)

ED 303 195 JC 890 046

Report on Community College Program Review, Fiscal Year 1988. Agenda Item #10.

Illinois Community Coll. Board, Springfield.

PUB DATE- 2 Dec 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Business Education; *Community Colleges; *Program Evaluation; *Program Termination; *Self Evaluation (Groups); State Surveys; Student Personnel Services; Transfer Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *Illinois

During fiscal year 1988, the public community colleges of Illinois completed the final year of their first five-year cycle of program review. The statewide program review process was implemented in 1983 for the evaluation of both instructional programs and student and academic support services. Reports submitted by the colleges in 1988 indicate that: (1) between 1984 and 1988, the colleges collectively reviewed 7,402 discrete degree and certificate programs and baccalaureate/transfer disciplines, as well as 575 instructional support programs; (2) over 700 of the 7,402 programs underwent continued review over a two-year period; (3) 279 programs were identified for discontinuation or phase out, with the largest number of these being discipline-specific baccalaureate/transfer associate degree programs; (4) in the occupational areas, business had the largest number of curricula identified for withdrawal; (5) 179 of these programs were withdrawn from the Illinois Community College Board's (ICCB's) listing of approved program offerings; (6) some programs were discontinued but not actually withdrawn because the colleges believed the lack of need for the programs was temporary; (7) during 1988, 1,447 instructional programs and 161 student and academic support services were reviewed, and 103 were identified for withdrawal. The ICCB is currently working with the Illinois Board of Higher Education and the Illinois State Board of Education to coordinate and consolidate the review process on a statewide level. (AJL)

ED 303 223 JC 890 080

Iadevaia, David G.

A Study of the Relationship between Student Placement Test Scores and Final Grades in Physics 121 at Pima College.

PUB DATE- Feb 89

NOTE- 30p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)

DESCRIPTORS- Academic Ability; Academic Achievement; *Basic Skills; Community Colleges; *Grades (Scholastic); Mathematics; *Physics; Predictive Validity; *Prerequisites; Reading Skills; Testing Problems; *Test Reliability; Two Year Colleges; Two Year College Students; Writing Skills

A study was conducted at Pima Community College to determine the relationship between the final grade received by students in an introductory, algebra-based physics course (PHY 121) and their scores on the reading, writing, and mathematics portions of the college's nonmandatory assessment test. Between 1983 and 1988, 639 students obtained a final grade in PHY 121. Of these, 558 took the Nelson-Denny Reading Test (NDRT), 280 took a locally developed writing test, and 431 took a locally developed math test. When correlation coefficients were examined, the test result most highly correlated with successful completion of PHY 121 was the NDRT score, followed by the Pima College Math Test score. Other study findings included the following: (1) on average, students who took the NDRT read at a 13.8 grade level; (2) 84.2% of the students entered PHY 121 without the prerequisite math skills, indicating that either the prerequisite was inappropriate for the course or the math portion of the test was an inaccurate measure of student ability; and (3) 48.8% of the students who took the writing test were placed in a developmental writing course, compared to 17.8% who were placed in Freshman Composition. (AJL)

ED 303 356 SE 050 341

Essential Learning Outcomes: Mathematics.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6000-70; ISBN-0-88315-942-2
PUB DATE- 88
NOTE- 150p.
AVAILABLE FROM- New York City Board of Education, 131 Livingston Street, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; *Computer Uses in Education; *Course Objectives; Elementary Education; *Elementary School Mathematics; Mathematical Applications; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; Mathematics Teachers; Objectives; *Secondary School Mathematics

This publication incorporates the topics and concepts of the New York State Education syllabi for mathematics from Pre-K through 12. The first section, "K-8 Mathematics Scope and Sequence," lists the New York City (NYC) mathematics performance objectives for grade levels K-8 sequentially by mathematical topic. The objectives for each module are coded using the NYC coding system. The second section, "Fundamentals of Mathematics," is designed to provide appropriate mathematics experiences for pre-algebra students. These experiences emphasize the development of computational skills, mathematical concepts, and problem-solving techniques. It may be used as the basis for a 1-year course. The complete course is divided into 12 basic units. The last two sections, "Consumer Mathematics (Part 1 and Part 2)" are designed to improve mathematical proficiency and understanding as the student is given practice in relevant problem-solving situations. The purpose of this course is to review, reinforce, and extend concepts learned in the second section. Part 2 contains computer applications for many of the topics contained in Part 1. The lessons involve using electronic spreadsheets and applying them to real-life situations. (YP)

Guaranteed Student Loan Default Information. NASFAA Federal Monitor, No. 166.
National Association of Student Financial Aid Administrators, Washington, D.C.
PUB DATE- Nov 87
NOTE- 202p.
AVAILABLE FROM- National Association of Student Financial Aid Administrators, 1776 Massachusetts Ave., N.W., Suite 100, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; Federal Programs; Legal Responsibility; *Loan Repayment; Postsecondary Education; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *Loan Default

Recent developments on the topic of Guaranteed Student Loan defaults are summarized, in light of a recent shift in the focus of default reduction efforts from loan originators to the schools themselves. Background information on recent default reports is provided, the recommendations of the Secretary of Education are discussed, and the legislative history of Guaranteed Student Loan disclosure requirements is reviewed. Additional materials are appended, including the complete report issued by the Secretary of Education, a news release on the statement, and a listing of Guaranteed Student Loan default rates by postsecondary institutions for FY 1985. Listings are grouped by state, and within state by institution, and provide default rates and number of borrowers in repayment status. (KM)

ED 303 082 HE 022 102

Bess, James L.

Leadership, Conflict Management, and Researcher Motivation and Productivity in Scientific R & D Laboratories: The Case of Japan. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88

NOTE- 78p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Business; Comparative Analysis; *Conflict Resolution; Developed Nations; Government (Administrative Body); Government School Relationship; Higher Education; Industry; *Leadership; Leadership Styles; Motivation; *Productivity; *Research and Development; *Researchers; Research Universities; Risk

IDENTIFIERS- *ASHE Annual Meeting; Great Britain; *Japan; United States

A study on leadership, conflict management, research and development (R&D) worker motivation, commitment, and risk-taking propensity in universities compared with corporations and government is presented. It arose from the recognition that R&D in any developed country is critical to the continued well-being of its economy and people, and that university R&D management must continually be assessed. The three countries used in this study are Japan, the United States, and England, with focus on Japan. The following topics were examined: psychological characteristics of effective academic and industrial research leaders; styles of conflict management predominating in effective and ineffective leaders; impact of leader characteristics defined by the three independent variables on subordinate motivation and creativity; laboratory orientation; the market force effect on variables of interest; and leadership at the end of the project. Unlike the United States and England, education and industry are not closely articulated in Japan, and advanced education and training is largely relegated to on-the-job programs. In the United States individuality is tolerated and encouraged but in education, R&D is disadvantaged by its separation from industry. Four appendices include: demographic differences between corporations, universities, and government laboratories; leader attitudes and values; differences between sections rated high or low quality, and theoretical and policy implications. Contains about 175 references. (SM)

ED 303 123 HE 022 152

Arlton, Donna; Miller, Marie
An International Partnership in Health Care and Education.
PUB DATE- Jun 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Training; *Health Services; Higher Education; *International Educational Exchange; International Programs; Nurses; *Nursing Education; Professional Education; *Teacher Exchange Programs
IDENTIFIERS- *Partnerships in Education; University Autonomous of Benito Juarez (Mexico); University of Northern Colorado

The faculty achievements and challenges in an international nursing education project between two colleges are presented. In the spring of 1985, the University of Northern Colorado (UNC) and the University Autonomous of Benito Juarez of Oaxaca (UABJO), Oaxaca, Mexico, entered into an international covenant to develop a baccalaureate nursing program to prepare nurses to deliver health care to rural Oaxaca and to improve the baccalaureate nursing preparation of UNC nurse graduates to assure competent health care delivery to Spanish speaking persons. Methods for achieving these objectives included on-site program development consultation, cultural exchange of faculty and students, joint research, and provision of educational materials to the UABJO School of Nursing. Results of this project to date include: completion of a 4-year UABJO nursing program plan and implementation of the first-year curriculum; improved professional competencies of UNC nurse faculty and students in meeting the needs of Spanish speaking patients; and enrichment of the UABJO nursing program via receipt of instructional supplies. One of the most gratifying outcomes of the project is the establishment of strong professional and personal ties with colleagues of different cultures. The project findings are relevant for other college programs desiring to participate in international projects of health care and education. Contains 8 references. (Author/SM)

ED 303 266 PS 017 783

Cohn, Sheryl L.
Working with the School Age Child: Activities to Enrich Your School Age Child Care Program.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Activities; After School Programs; Elementary Education; *Games; Guidelines; *Program Implementation; *Scheduling; *School Age Day Care

Provided to teachers are guidelines for structuring a school-age child care program and a list of appropriate activities for after-school care. Discussion covers attendance taking, transition times, group games, art activities, and staggered dismissal. Supplemental activities are suggested, and outlines of a typical school day with child care, and a typical after-school day are provided. Concluding comments concern needs for flexibility and staff training, and desired characteristics of school-age child care teachers. Listed activities include quiet table and small group games, creative group activities, trips, dramas, indoor gym, and outdoor and club activities. (RH)

ED 303 108 HE 022 134

Woolfork, Kevin Gerard
Appropriations in the 1988-89 State Budget for the Public Segments of Higher Education. Staff Report Series. Report 88-33.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Sep 88
NOTE- 18p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgets; *Educational Finance; Financial Support; Government School Relationship; Higher Education; Legislation; Policy Formation; Public Policy; School Support; *State Aid
IDENTIFIERS- *California; Paying For College

The 1988-89 California budget and a description of provisions for postsecondary education are reported. The 1988 Budget Act was signed into law for the 1988-89 fiscal year. Its average increase in overall general fund expenditures over 1987-88 is 6.9%. State general fund expenditures for postsecondary education increased by just over 4% in the budget. An overview of the total budget is provided, and the budgets for each of the segments and agencies of postsecondary education are highlighted (for the University of California, California State University, California Community Colleges, Hastings College of the Law, California Maritime Academy, and California Student Aid Commission). Other topics of discussion are overall funding levels in the 1988 Budget Act, reasons for the budget reductions, and funding levels for public segments and the Student Aid Commission. The state's 1988-89 budget for higher education contains the smallest increases in state funding since the budgets in the recession years of the early 1980s. Many important initiatives in higher education are not funded in the current budget and must await later action. It is noted that if this year's revenue shortfall recurs next year, the effects on state-funded services could be substantial. (SM)

ED 303 252 PS 017 759

Rozansky, Phyllis A.
Where's My Home? A Study of Missouri's Children in Out-of-Home Placement.
Citizens for Missouri's Children, St. Louis.; Missouri State Dept. of Mental Health, Jefferson City.; Missouri State Dept. of Social Services, Jefferson City.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Institute of Applied Research, St. Louis, MO.
PUB DATE- Jan 89
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Interpretation; Family Programs; *Foster Care; *Foster Children; Prediction; Prevention; *Program Costs; Public Agencies; Trend Analysis
IDENTIFIERS- Missouri; Multiple Entry; Placement (foster care)

This study examines the use and cost of out-of-home placement for children who live away from their families in the state of Missouri. It was found that during the study period of fiscal year 1985 through fiscal year 1988: (1) an average of 12,321 children were in placement outside their homes annually; (2) the number of children placed in restrictive settings increased; (3) younger children were placed outside their homes more frequently than were older children; (4) the number of children reentering out-of-home placement increased; (5) children under Division of Family Services supervision moved frequently from placement to placement; (6) the majority of children placed spent more than one year separated from their families; (7) the total annual cost for one year of out-of-home placement ranged from $11,424 to $93,075; (8) the cost for residential and hospital placement for children increased rapidly; (9) Missouri's public agencies spent $82.4 million to place children outside their homes in fiscal year 1988; (10) Missouri could spend an additional $46 million by 1993 for out-of-home placement; (11) conservative inflationary growth estimates for placement costs indicate a $17 million increase by 1993; (12) an additional 1,100 children are expected to be in placement by 1993. Related materials are appended. (RJC)

ED 303 310 RC 016 956

The Economic Impact of Organized Camping in the United States in 1982: An Estimate and Analysis.

University of Southern Maine, Portland. Organized Camping Resources Center for Research and Advanced Study.

SPONS. AGENCY- American Camping Association, Martinsville, Ind.
PUB DATE- Mar 84
NOTE- 62p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Camping; *Day Camp Programs; *Economic Factors; Employment Opportunities; Expenditures; Recreational Facilities; Recreational Programs; *Resident Camp Programs; Tourism
IDENTIFIERS- *American Camping Association; *Economic Impact Studies

This study explored the economic value of organized camping in the United States. Organized camping provides: (1) job opportunities for target unemployment groups; (2) expenditures for food, insurance, equipment, supplies, improvements and services; and (3) an investment in recreational facilities. Separate state reports list total population of camps, stratification and delivery of services, direct expenditures, tourism generated, direct plus indirect impact, total state economic impact, and total national impact. Figures are based on studies from Maine, New York, and Michigan and projected to the five American Camping Association Regions: New England, Mid-Atlantic, Southern, Mid-American, and Western. The report makes adjustments to the figures to consider the change in the consumer price index from the year the state reports were done to 1982, when this report was completed. Regional adjustments are based on national differences in operating costs. A multiplier effect was added to account for the indirect effect of expenditures as a result of the re-spending by the recipient. Estimates are considered conservative. The report cautions readers to consider the unusual methodology when interpreting results. (KS)

ED 303 341 SE 050 321

Olson, Allan; Smoyer, Susan

Developing Quality Science Programs. A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment. Science Curriculum and Assessment Project, Northwest Evaluation Association.

Northwest Evaluation Association, Oreg.

PUB DATE- Apr 88

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; *Educational Assessment; Elementary School Science; *Item Banks; Process Education; *Science Education; Secondary School Science; Sex Bias; Test Bias; *Test Construction; *Test Items

The Science Curriculum and Assessment Project is a multi-state network of school districts and other educational agencies that actively promotes science improvement through the alignment of curriculum, instruction, and assessment. This document describes the major areas of project work, specifications and review procedures for test items in the project's item collection, available products, and membership benefits. Appendices include: (1) an inventory of test items by goal and grade level; (2) a list of science concepts and processes; (3) criteria for eliminating ethnic, racial, gender, and sex role bias from tests; (4) pointers on how to write good test items; (5) a list of the characteristics of a high-quality multiple choice test item; and (6) membership forms. (CW)

ED 303 386 SO 019 616

Scanlon, Thomas M.
Propagandist of the Revolution: Samuel Adams.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Biographies; *Propaganda; *Revolutionary War (United States); Social Studies; United States History
IDENTIFIERS- *Adams (Samuel); Great Britain; Historical Explanation; Massachusetts
This paper explores Samuel Adam's role as perhaps the most important propagandist of the American Revolution and his efforts to exploit Great Britain's mistakes and to engender in the American colonists a love of liberty and a fear that Great Britain, if not resisted, would replace that liberty with tyranny. Suggesting that the Revolutionary War began in Massachusetts because of Adam's efforts to agitate and provoke incidents, this paper profiles Adam's life, stressing his boyhood conviction that the British were responsible for his family's financial misfortunes and his early devotion to political writing. His roles in developing a large group of loyal followers, in becoming a revolutionary leader, in serving in and guiding the Massachusetts Assembly, and in disseminating propaganda that led to the Boston Massacre are chronicled. Adam's continued leadership and involvement in events that led to the Boston Tea Party and his roles in the Continental Congresses are highlighted. Eight references are included. (JHP)

ED 303 417   SO 020 102

Crosby, Alfred W.
The Columbian Voyages, the Columbian Exchange, and Their Historians. Essays on Global and Comparative History.
American Historical Association, Washington, D.C.
REPORT NO.- ISBN-0-87229-039-5
PUB DATE- 87
NOTE- 34p.
AVAILABLE FROM- American Historical Association, 400 A Street SE, Washington, DC 20003 ($3.50, plus $1.00 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Demography; *European History; *Global Approach; *Historiography; *Social Science Research; *United States History; *World History
IDENTIFIERS- *Columbus (Christopher); Historians; Historical Explanation; Historical Interpretation; Historical Methods

The 500th anniversary of the Columbian discovery of America is upon us, and with it the obligation to assess existing interpretations of the significance of the voyage and establishment of permanent links between the Old and New Worlds. The traditional, or bardic, version of the Columbian voyages and their consequences was the product of narrative historians who wrote about the American past in ways consonant both with the documentary record then available and with the ethnocentrism of their fellow white citizens of the New World. Though popular, it is deceptive because it takes a selective view of history, reinforces Euro-American ethnocentrism, and confirms premises and approaches clearly obsolete in the late 20th century. The analytic interpretation takes a more scientific, less romantic view of the voyages, their motives and consequences. These historians open themselves to geology, climatology, biology, epidemiology, and other fields. They are scientific in their research and in attempts to limit bias. Examples of historical interpretation from each school of thought are presented. The Columbian influence on the Old and New Worlds is assessed; and intellectual, economic, nutritional, and demographic effects are discussed. Finally, the legacy of the Columbian exchange is reviewed in terms of its effects on world population and ethnic composition. (GEA)

ED 303 433 SP 030 850

Metz, Mary Haywood
Sources of Workers' Subcultures in Organization: A Case Study of a Public School Faculty.
National Center on Effective Secondary Schools, Madison, WI.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Sociological Association (1986).
GRANT- OERI-G-86-009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethnicity; Gifted; Group Dynamics; *Negative Attitudes; *Organizational Climate; *Professional Recognition; *Public School Teachers; Secondary Education; Sex Differences; *Status Need; *Teacher Administrator Relationship

This paper analyzes the content of a subculture in an organization, that of the faculty of a public middle school. The paper tries to articulate the substance of the subculture and to discover its sources in the shared experience of the teachers and in the way in which they wove that experience into a coherent and satisfying pattern of meaning. That pattern of meaning was shaped by the values and understandings of reality which are part of American culture generally; this small subculture existed within the context of that larger culture. It also existed within the context of the subculture of teaching as an occupation. The subculture was not fully shared by all of the faculty. Other subcultures to which various members belonged (e.g., gender, race), seemed to explain the variation in their attachment to the local faculty culture and their slightly different versions of it. The paper therefore explores the intersection of subcultures from the rest of the society with that in the organization. (JD)

ED 303 043 FL 017 786

Ostiguy, Luc; Gagne, Gilles
Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11.
Montreal Univ. (Quebec).
REPORT NO.- ISBN-2-920156-33-0
PUB DATE- 86
NOTE- 61p.
AVAILABLE FROM- Centre de diffusion, Programme de perfectionnement des maitres de francais au primaire, Faculte des sciences de l'education, Universite de Montreal, C.P. 6128, Succ. A., Montreal, Quebec, Canada H3C 3J7 ($6.50 Canadian).
LANGUAGE- French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; *Course Content; *Curriculum Development; Foreign Countries; *French; Grade 4; Instructional Effectiveness; Intermediate Grades; Language Skills; *Language Styles; *Native Language Instruction; *Oral Language
IDENTIFIERS- Canada; *Metalinguistics

It is proposed that linguistic oral content, or metalinguistics, be included in the curriculum of primary school francophone children. This content is not included in the functionally oriented official curriculum. The linguistic content proposed consists of a number of formal variants corresponding to non-formal stylistic markers and respecting certain explicit criteria. The content, designed to develop the children's use of the formal variants in appropriate situations, has been tried in a regular fourth grade class. The children were recorded in a series of increasingly formal communicative situations and participated in metalinguistic classroom activities about parts of the content. Results show that (1) children spontaneously change their ways of speaking according to the formality of situations and are aware of the change in their speech, but are not aware of the linguistic formal and informal variants involved; and (2) during metalinguistic activities, the children developed an explicit awareness of many of those variants, increasing their use of formal variants afterwards. (Author/MSE)

ED 303 152 IR 013 622

Steenland, Sally
Growing Up in Prime Time. An Analysis of Adolescent Girls on Television.
National Commission on Working Women, Washington, D.C.
PUB DATE- Aug 88
NOTE- 32p.; For related reports see IR 013 616-621.
AVAILABLE FROM- National Commission on Working Women, 1325 G Street NW, Washington, DC 20005 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Females; *Individual Characteristics; *Programing (Broadcast); Role Models; *Socioeconomic Status; *Television; Television Research
IDENTIFIERS- *Prime Time Television

This study examined female adolescent characters portrayed in over 200 episodes of 19 prime time television programs aired in the spring of 1988, and analyzed the messages these programs conveyed about education and work. It was found that although adolescent girls outnumbered adolescent boys on prime time television, these female characters were portrayed in a limited fashion as they focused on shopping, grooming, and dating to the exclusion of other interests and activities. The adolescent female characters were also more passive and less individualized than their male counterparts. Nearly invisible in the weekly plots were conversations with parents, teachers, or peers on school matters, academic interests, career goals, or future plans. The adolescent girls portrayed on television also occupied a narrow socioeconomic status, coming from either middle class or upper-middle class backgrounds. However, some good examples can be found. Scattered throughout the episodes monitored were glimpses of intelligent girls who were also well liked, teenagers linking their interests to possible careers, and parents involved in their teenagers' futures. (EW)

ED 303 182   IR 052 632

Palmer, Roger C.
Understanding Library Microcomputer Systems. Professional Skills Series.
REPORT NO.- ISBN-0-913203-19-X
PUB DATE- 88
NOTE- 136p.; Magnetic disk containing software needed to operate the system accompanies the manual.
AVAILABLE FROM- Pacific Information Inc., 11684 Ventura Blvd., Suite 295, Studio City, CA 91604.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Software; *Computer System Design; Database Management Systems; Guidelines; Library Acquisition; *Library Automation; *Microcomputers; *Systems Development; Users (Information)
IDENTIFIERS- dBase; Relational Approach (Information Retrieval)

Designed to help explain library automation to the librarian or student, this handbook presents a case to be solved, i.e., the creation of a book acquisition system for a special library; the steps to be taken to solve the problem; and a users' manual for the system to be provided to the client. The handbook is divided into three major sections: (1) analysis and design (systems development life cycle, understanding requirements, system design, software selection, hardware choices, customization for local options, interpreted code versus compiled code, and suggested readings); (2) book acquisition system users' manual (getting started, authority files, book acquisitions, reports and forms, online searching, and system utilities); and (3) suggestions for further investigation (additional exercises are included here to present further experience in system design). Eight suggested readings focus on dBase programming, the language the acquisition system is written in, and information is provided for ordering the dBase programs in hard copy with an accompanying magnetic disk of the source code. (CGD)

ED 303 237 PS 017 691

Roberts, Clare; And Others

A Comparison of the Classroom and Playground Behaviour of Mildly Disabled and Non-Disabled Students in an Integrated Educational Setting.

PUB DATE- Aug 88
NOTE- 37p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; *Classrooms; Comparative Analysis; *Disabilities; Elementary Education; *Elementary School Students; Foreign Countries; Mainstreaming; *Peer Acceptance; *Playgrounds; *Student Behavior
IDENTIFIERS- Australia; *Normal Children

Classroom and playground behaviors of 95 integrated mildly intellectually handicapped and mildly disabled students were compared with those of 95 nonhandicapped, age- and sex-matched regular class students. All subjects attended state government primary schools and were between 8 and 13 years of age. Subjects' behavior was observed in the integrated classroom and in playgrounds by means of a time sampling method that contained 9 categories of classroom behavior and 9 categories of playground behavior. Data indicated that the behavior of the integrated mildly handicapped students was in many ways similar to that of their regular class peers. Both groups of students showed low levels of negative, disruptive, and aggressive behavior in the classroom and playground. The groups did not differ significantly in their amounts of interaction with adults or peers in the classroom. The groups' patterns of initiation with peers did not differ in either setting. But some differences were found between the groups' classroom and playground behaviors. Results are discussed in terms of theories of social acceptance and the influence of both individual and system factors on the successful integration of mildly disabled students. (RH)

ED 303 267 PS 017 784

Fisher, Craig R.

A Review of the Literature of Research into Separation Anxiety: Its Causes and Its Meaning to the Caregiver in the Childcare Center.

PUB DATE- Jan 88
NOTE- 27p.; Requirements for degree of Master of Social Work, Aurora University.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Attachment Behavior; Criteria; Early Childhood Education; Emotional Development; Emotional Disturbances; *Etiology; *Intervention; Literature Reviews; *Preschool Children; *Separation Anxiety; *Teaching Methods

Reviewed are studies of attachment, separation anxiety, and caregiver intervention techniques and strategies. Discussion of attachment centers on patterns of attachment and children's behavior in the "strange situation." Discussion of separation anxiety indicates that the phenomenon occurs in many different cultures. Topics covered include: (1) initiation and termination of the fear; (2) individual differences; (3) predisposing factors; (4) associated debilitating effects of separation anxiety; (5) normal separation anxiety at entrance to nursery school; and (6) criteria for diagnosis of clinical separation anxiety disorder. Discussion of intervention techniques deals with methods for preparing children for separation experiences, familiarization visits to centers, gradual adjustment to the center, home visits by and conferences with caregivers, security through transitional objects, effects of displaying photographs of the child and family in the day care environment, benefits of symbolic and dramatic play, use of literature and storytelling to comfort distresed children, and parent responsibility in leave-taking. Initial distance of caregiver from child, use of indirect contact by caregiver, and resemblance of caregiver to child's mother are considered in regard to their influence on the child's reaction to separation. (RH)

Annual Report 1984-1985. Yukon Department of Education.
Yukon Dept. of Education, White Horse.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Athapascan Languages; *Bilingual Education Programs;

Educational Facilities Improvement; Elementary Secondary Education; *Enrollment; *Expenditures; Foreign Countries; French; *Public Schools; *Public School Teachers; Rural Urban Differences; Teacher Qualifications; Teacher Salaries; Teacher Student Ratio; Tutors
IDENTIFIERS- Han; Kaska; Loucheux; Tlingit; Tutchone; *Yukon Territory

The Public Schools Branch of the Yukon Department of Education provides elementary and secondary education to 4,638 students in 10 urban and 16 rural schools, and provides loans and grants to postsecondary students. In the 1983-84 academic year, major initiatives included development of gifted programs and alternate programing for secondary students with special needs, expansion of the early French Immersion program, and continued development of native language curricula. This paper notes internal reorganization plans and major changes to facilities, and outlines the major accomplishments of curriculum services and projects for teaching French, Tutchone, Tlingit, Han, Loucheux, and Kaska. A statistical appendix covers: (1) enrollment by school in March, 1983 and March, 1984; (2) kindergarten enrollment by school and year from 1979/80 to 1984/84; (3) enrollment by grade and school in March, 1983 and March, 1984; (4) enrollment by grade and percentage of enrollment by grade for five years; (5) rural, urban, and overall pupil/teacher ratios for five years; (6) a bar graph of Yukon school population changes for five years; (7) teaching staff numbers and salaries by school; (8) rural and urban teacher qualifications; (9) tutors' experience and salary by school; (10) French language enrollments; and (11) departmental expenditures. (SV)

ED 303 296 RC 016 930

Glasgow, Nina
The Nonmetro Elderly: Economic and Demographic Status.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economy Div.
REPORT NO.- RR-70
PUB DATE- Jun 88
NOTE- 46p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 001-019-00570-0) or the National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161 (microfiche copies, $6.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aging (Individuals); Educational Attainment; Employment Level; *Low Income; Marital Status; *Older Adults; *Population Growth; *Poverty; Retirement; *Rural Population
IDENTIFIERS- Nonmetropolitan Areas

A disproportionate share of the U.S. elderly population lives in nonmetro areas and has substantially more poverty than the metro elderly population. The nonmetro elderly's poverty rate was 21% in 1980 versus 13% for metro elderly, while median incomes were $4,111 versus $5,003. Lower personal incomes of the nonmetro elderly, regression analysis suggests, are explained more by their characteristics (such as low educational attainment, low occupational status, and not working) than by place of residence. Living without relatives or alone was the major factor contributing to poverty. Long-term care, welfare, and local planning to meet the elderly's needs take on added importance in rural areas where the Nation's trend toward a rapidly growing elderly population is exacerbated by lower incomes of nonmetro people. This report contains 27 references, 23 tables, and 9 figures. (Author/KS)

ED 303 325 SE 050 279

Cloud, Gayla Staples, Comp.
Selective Guide to Literature on Agricultural Engineering.
Engineering Literature Guides, Number 4.
American Society for Engineering Education, Washington, D.C.
REPORT NO.- ISBN-0-87823-104-8
PUB DATE- 85
NOTE- 25p.; For other Engineering Literature Guides see ED 295 834, SE 050 280-286.
AVAILABLE FROM- American Society for Engineering Education, 11 Dupont Circle, Suite 200, Washington, DC 20036 ($5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Agricultural Engineering; *College Science; Databases; Educational Technology; *Engineering; Engineering Education; Information Networks; *Information Services; Information Systems; *Information Technology

Agricultural engineering overlaps many other disciplines. This document is a survey of information sources in agricultural engineering and is intended to identify those core resources which can help engineers and librarians to find information about the discipline. Sections include: (1) "Guides to the Literature"; (2) "Bibliographies"; (3) "Indexing and Abstracting Services"; (4) "Databases"; (5) "Dictionaries"; (6) "Encyclopedias"; (7) "Yearbooks and Surveys"; (8) "Handbooks and Manuals"; (9) "General Directories"; (10) "Biographical Directories"; and (11) "Standards and Specifications." (CW)

ED 303 371 SE 050 362

Wiske, Martha Stone; Houde, Richard

From Recitation to Construction: Teachers Change with New Technologies. Technical Report.

Educational Technology Center, Cambridge, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-88-28
PUB DATE- Nov 88
NOTE- 27p.
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Geometry; Inquiry; *Mathematics Instruction; *Mathematics Teachers; Secondary Education; *Secondary School Mathematics; *Teacher Response; Teaching Skills; Teaching Styles

Computer technology may be a powerful support for teaching through guided inquiry, but this process still depends on teachers who often find it difficult to carry it out in classrooms. This article examines the efforts of a group of secondary school geometry teachers to shift their instruction toward guided inquiry with the use of a computer software program called the "Geometric Supposers." The study focuses on the evolution of the teachers' concerns, and the curricular and pedagogical dilemmas they faced during their work with this innovative approach. The paper analyzes several themes in these teachers' experiences which are likely to reappear whenever teachers try to shift from the predominant recitation mode of "teaching as telling" to the widely recommended, but difficult, process of joining students in a process of constructing and critiquing. The five teachers who participated in this study were from three different schools. (YP)

ED 303 402 SO 019 651

Rudin, Kelly Bryan
Democracy Threatened: India's Emergency of 1975. A Classroom Simulation.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 29 Jan 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Civil Liberties; Curriculum Guides; *Democracy; Experiential Learning; Foreign Countries; Learning Activities; Lesson Plans; Resource Units; Secondary Education; *Simulation; Social Studies; Teacher Developed Materials; *Totalitarianism; Units of Study; *World History
IDENTIFIERS- Gandhi (Indira); *India; *State of Emergency 1975

In 1975, India's Prime Minister, Indira Gandhi, declared a state of emergency, temporarily suspending the civil liberties of this country's citizens. This classroom simulation, designed for use in secondary school world history classes, examines the various issues surrounding this declaration of emergency and includes: (1) an introduction to the Indian Constitution; (2) an explanation of events leading to this state of emergency; (3) a fictitious simulated event that permits students to argue for or against the declaration of emergency; and (4) a list of resource materials. An included lesson plan presents the simulation and suggests class activities and discussion questions. Specific resource materials that can be used for background information on each character in the simulation are listed, and an 11-item bibliography is included. (JHP)

ED 303 057 HE 020 985

Professional Judgment in Need Analysis. NASFAA Monograph Series Number VII.

National Association of Student Financial Aid Administrators, Washington, D.C.

PUB DATE- Nov 87
NOTE- 43p.; Prepared by the NASFAA Need Analysis Standards Committee.
AVAILABLE FROM- National Association of Student Financial Aid Administrators, 1776 Massachusetts Ave., N.W., Suite 100, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; College Students; Decision Making; *Eligibility; Family Financial Resources; Family Income; Financial Aid Applicants; Financial Needs; *Need Analysis (Student Financial Aid); Parent Financial Contribution; Postsecondary Education; *Professional Autonomy; Self Supporting Students; *Student Financial Aid

The application of professional judgment in reviewing and, if necessary, adjusting the results of need analyses in student financial aid is discussed. Specifically, guidelines and alternatives are provided that may be exercised in determining a family's reasonable ability to provide for postsecondary educational expenses. The following topics are discussed: the purpose of need analysis budgets, financial need calculations, situations requiring professional judgment); deciding whether adjustments are needed (documentation and tools, including need analysis and income tax returns); reviewing data used in need analysis (personal data, dependency, demographics, expectation of family support, parents' information and income, allowances against income, parents' assets, parents' contribution, dependent students' income and assets); independent students (taxable income, estimated income, untaxed income and benefits, and assets); and children of divorced or separated parents (calculating the family contribution, alimony and child support). Contains 17 references. (KM)

ED 303 070 HE 022 090

Nerad, Maresi
The Vicious Cycle of Gender and Status at the University of California at Berkeley, 1918-1954. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Departments; Employed Women; Employment Level; Equal Opportunities (Jobs); Females; Higher Education; *Home Economics Education; Prestige; Professional Recognition; *Sex Discrimination; Sex Stereotypes; Status; *Women Faculty
IDENTIFIERS- *ASHE Annual Meeting; *University of California Berkeley

The way in which an all-women's department, the Department of Home Economics at the University of California (Berkeley), tried to raise its status and adhere to academic values of a research university after starting out as a low prestige undergraduate program is analyzed. Some of the related research questions are: whether academic departments within coeducational universities intended mostly to serve women (such as education, library science, women's physical education, hygiene, nursing, and home economics) automatically start out low in status, power, and prestige; whether their status rises or falls over time; and how they sustain their existence. Focus was on the following: Agnes Fay Morgan, the female institution builder (a PhD in chemistry who became chair of the household science division of the department, reorganized it into an independent department, and tried to raise the status of her department); hiring of faculty; building a curriculum; research activities; space and research facilities; changing the name of the department; the graduate group in nutrition; visibility; and gender and status. It is noted that gender and status form a vicious circle, and that gender played a crucial role during the life of the Department of Home Economics at the University of California at Berkeley. The case demonstrates how significant gender is as a factor in ranking academic departments. (SM)

Cabrera, Alberto F.; And Others
Exploring the Effects of Ability-To-Pay on Persistence in College. ASHE 1988 Annual Meeting Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
GRANT- G008690009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Students; *Educational Economics; Educational Finance; Goal Orientation; Higher Education; Models; *School Holding Power; Student Characteristics; Student College Relationship
IDENTIFIERS- *ASHE Annual Meeting; *Paying for College; Tinto Theory

The effects of economic and non-economic variables on college persistence are examined. An attempt is made to draw upon both economic theory and Tinto's Student Integration Theory in order to enhance the understanding of the role of finances on the process of persistence. The direct and indirect effects of ability to pay on persistence in the context of such non-economic variables as significant others, academic skills and abilities, academic integration, social integration, and goal commitment are explored. The study sample came from the National Longitudinal High School and Beyond 1980 Senior Cohort. Subjects included 1,375 college students at public four-year institutions. The study shows effects of ability to pay are significant not only when the variable is considered alone, but also when other variables are incorporated into the analysis. Results support the hypothesis that ability to pay moderates the effect of goal commitment upon persistence in a manner consistent with the expanded model. No support was found for the presumed academic integration goal commitment interaction effect. There is a significant effect on persistence by the interaction between satisfaction with faculty and satisfaction with institutional prestige, but none by skills and abilities. Findings indicate that the ability to pay is best understood as an external factor that directly affects decisions to persist. Tables and figures are included. Contains 74 references. (Author/SM)

ED 303 124 HE 022 153

Keeley, E. J.
Institutional Research's Role in Enrollment Management: One Institution's Trials and Tribulations.
PUB DATE- 4 Nov 88
NOTE- 16p.; Paper presented at the Annual Conference of the Illinois Association for Institutional Research (Rosemont, IL, November 4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; College Admission; College Applicants; *College Bound Students; *Educational Administration; *Educational Demand; Enrollment Influences; *Enrollment Projections; Higher Education; High School Graduates; *Institutional Research
IDENTIFIERS- *Enrollment Management; *Northern Illinois University

The methods with which Northern Illinois University (NIU) has implemented enrollment-management change and developed a more efficient enrollment-management process are noted. Some of the techniques used to better understand the admissions and demand environments and NIU's place in them are discussed to help other institutions with the uncertainties of enrollment-management. NIU's enrollment-management process changes markedly from year to year according to available resources (space, faculty, funding) and student demand. It is much easier to anticipate resource availability than student demand patterns, so NIU's methods of understanding and predicting student demand for new freshman admission are noted. The first step is forecasting the number of high school seniors in the NIU service area. The next step takes place in summer when the Institutional Research Office aids the president and provost in establishing enrollment targets for new freshmen and transfers. An enrollment simulation is performed using a Markov model, and the results give the number of new freshmen and transfers to be enrolled. Once the target for regularly-admissible students is set, attention shifts to forecasting applications, acceptances, and enrollments by ACT/high school rank combinations. To determine what can be expected from this competitive group, a Monte Carlo simulation is performed. Data on applicants and their status are updated weekly so crises do not arise from slow reaction to changes in the environment. The use of an Ad Hoc Admission/Enrollment Committee is invaluable because it hears from offices dealing directly with potential students and can anticipate changing demand patterns not reflected in numbers. (SM)

ED 303 168 IR 052 618

Institution Libraries Statistics; 1985-86, 1986-87.
New York State Library, Albany.
PUB DATE- 88
NOTE- 54p.; For an earlier report, see ED 241 022.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Institutional Libraries; *Library Expenditures; *Library Materials; Library Services; *Library Statistics; Library Surveys; *State Agencies; State Surveys
IDENTIFIERS- *New York

This report provides data on the resources and expenditures of libraries in 160 state institutions in New York for the year 1985-86 and in 171 institutions for 1986-87. Six state departments are represented: Correctional Services, Education, Health, Mental Health, Youth, and the Office of Mental Retardation and Developmental Disabilities. Data include: (1) total residential population; (2) print materials beginning, added, and total; (3) nonprint materials; (4) total holdings; (5) subscriptions; (6) interloan transactions; (7) circulation; (8) hours open/week; (9) percent of population with direct access; (10) paid professional staff; (11) paid support staff; (12) salaries; (13) expenditures for materials; (14) expenditures for materials per capita; (15) other expenditures; and (16) total expenditures. A comparative summary of library expenditures in New York State institutions for 1979 to 1987 is broken down by department. A list of abbreviations, a map of public library systems, a directory of state institution libraries, a list of the location of institutions by public library system, and a copy of the library annual report form are appended. (MES)

ED 303 196 JC 890 050

Meha, Arapata T.
Student Retention: Catalyst for Institutional Change.
Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
PUB DATE- Aug 88
NOTE- 78p.; Report prepared in conjunction with the Native Hawaiian Vocational Education Project.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Affirmative Action; Case Studies; *Change Strategies; College Programs; Community Colleges; *Hawaiians; Minority Groups; *Organizational Change; Organizational Development; Program Evaluation; Samoan Americans; *School Holding Power; *Student Attrition; Two Year Colleges; Vocational Education
IDENTIFIERS- *Hawaii

The conceptual model for institutional change presented in this report was developed within the context of the University of Hawaii's Native Hawaiian Vocational Education Project (NHVEP), a systemwide initiative for increasing minority student persistence at community colleges. Chapter 1 discusses the problem of low retention among Native Hawaiian students and the need for institutional change to improve recruitment and retention services. After chapter 2 provides a review of the literature on institutional change, chapter 3 outlines the methodology used to conduct a case-study review of the NHVEP. Chapter 4 presents the case study itself, describing the background, objectives, activities, and organizational dynamics of the NHVEP. This chapter includes information on the demographics and academic participation and performance of Native Hawaiians, the impetus for the project, and a status report on the project. Finally, chapter 5 offers conclusions regarding: (1) methods used by various types of institutions to initiate change; (2) the ways in which significant events, philosophies, and beliefs can bring about meaningful change; (3) the impact of special programs in general and the NHVEP in particular as catalysts for change; (4) general approaches taken by colleges and universities to respond to high attrition and low student retention; (5) research findings regarding the transformational or evolutionary nature of change; and (6) the university's receptiveness to a statement on institutional change. A 199-item bibliography on student retention and an annotated bibliography listing 71 of the items are appended. (AAC)

ED 303 210 JC 890 067

Hisada, Paul
Studying Student Retention: The Requirements and Process of Retention Research.
Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
PUB DATE- Aug 88
NOTE- 41p.; Working paper prepared in conjunction with the Native Hawaiian Vocational Education Project, University of Hawaii Community Colleges.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Persistence; Community Colleges; Databases; Data Collection; *Dropout Research; *Dropouts; Models; Program Development; *School Holding Power; *Stopouts; Student Attrition; Two Year Colleges; Two Year College Students; Withdrawal (Education)

Arguing that retention research requires a sound theoretical framework and that retention planning takes place within a sociopolitical context, this paper presents an overview of the requirements and process of student retention research. Part I examines the role of research in a college's retention effort and establishes the general requirements of retention research. Part II examines the sociological models of student departure developed by Spady, Tinto, and Pascarella, and discusses the longitudinal and interactive aspects of academic persistence. Part III discusses student and institutional variables relevant to the study of student attrition, including student satisfaction, peer group relations, and out-of-class interaction between students and faculty. This section also identifies four categories of students exhibiting different types of persistence behavior; i.e., persisters, stopouts, dropouts, and attainers. After part IV describes sources of data and means of collecting and analyzing them, part V discusses the development of a computerized student tracking system. It presents a database design that accomodates student flow, cohort tracking files, computer capacity, data manageability, and system outputs. The concluding section discusses sociopolitical considerations in the development of retention research and the ways in which the interactive dynamics among elements of the institution can constrain research efforts. (AAC)

Farland, Ronnald W.; Anderson, Connie
Transfer and Articulation with Four-Year Colleges and Universities: A Report.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 89
NOTE- 19p.; Discussed as agenda item number 4 at a meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, March 9-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *College Transfer Students; *Community Colleges; Enrollment Trends; Higher Education; *Intercollegiate Cooperation; State Colleges; State Programs; State Surveys; State Universities; Statewide Planning; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *California

In response to state-level concern about the efficacy of the transfer function of community colleges, this report summarizes the progress made since 1984 in strengthening transfer and articulation between the community colleges in California and the University of California (UC) and California State University (CSU). Part I offers background information on the issue, highlighting declining transfer rates and low persistence and graduation rates after transfer. After noting efforts that have been made to improve intersegmental cooperation, the report examines recent trends in transfer enrollments, indicating that the number of students transferring to the UC increased from 4,858 in fall 1986 to 5,840 in fall 1988, while the number transferring to the CSU increased from 27,761 to 28,300 in the same period. Caution in interpreting the trends is advised, given that over 50% of the transfers came from only 16 colleges and that underrepresented minorities continued to transfer at a very low rate. This section concludes by identifying concerns and needs for the future. Part II reports on specific activities undertaken in 1987-88 to strengthen articulation and transfer, including: (1) 2 + 2 + 2 projects among high schools, community colleges, and four-year institutions; (2) ongoing work to develop a general education transfer curriculum; (3) work to redefine the structure of the associate degree; (4) joint projects with the CSU; (5) activities of the Intersegmental Coordinating Council related to English as a Second Language instruction; (6) the Transfer Center Pilot Project; (7) efforts of the California Articulation Number Project to develop a statewide cross-referenced course numbering system; and (8) Project ASSIST (Articulation System Stimulating Interinstitutional Student Transfer). Part III presents an action plan for 1989. A list of 2 + 2 + 2 Project grants for 1988-89 is appended. (AAC)

ED 303 357 SE 050 342

Clement, John

Learning via Model Construction and Criticism: Protocol Evidence on Sources of Creativity in Science.

Massachusetts Univ., Amherst. Scientific Reasoning Research Inst.
REPORT NO.- SRRI-162
PUB DATE- 17 Dec 88
NOTE- 99p.; Contains small print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Creative Thinking; *Hypothesis Testing; Models; *Philosophy; Problem Solving; *Protocol Analysis; *Science History; Sciences; Scientific Concepts; *Scientific Methodology; Scientific Research; Scientists; Theories
IDENTIFIERS- Darwin (Charles); Natural Selection; *Think Aloud Program

Some central issues in discussions of creative processes in science are: (1) the mechanism(s) by which hypothesis formation takes place; (2) the sources of new knowledge during hypothesis formation; and (3) the "Eureka" versus steady accumulation (accretion) issue concerning the pace of change during hypothesis formation. This paper attempts to investigate the question of whether data from transcripts of scientists thinking aloud have the potential to speak to these issues. A case study is examined in which the subject generates a new explanatory model hypothesis--a predictive analogy which describes a hidden process explaining a phenomenon. Findings from the case study appear to show that it is possible to study hypothesis formation and creative insight processes in thinking aloud protocols. The present study suggests a view of hypothesis formation in science that is more complex than can be provided by either an inductivist, rationalist, Eurekaist, or accretionist position alone. Recent analyses of Darwin's thought processes are found to be similar in many respects to the present analysis of thinking aloud data. (Author/YP)

ED 303 137 IR 013 591

Gelman, Michael A.
Crazy Critters: Creating New Life Forms in Logo.
PUB DATE- 7 May 88
NOTE- 17p.; Paper presented at the Great Lakes/East Coast LOGO Conference (Cleveland, OH, May 7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Games; Computer Graphics; *Computer Software; Junior High Schools; *Microcomputers; Programing; Programing Languages
IDENTIFIERS- *LOGO Programing Language

This paper lists the commands for three programs in Logo: Peppy and the Maze, Caterpillars and Butterflies, and the Robot Arm. (EW)

ED 303 083 HE 022 103

Menges, Robert J.
Why Research May Underestimate Effects of Feedback from Student Ratings. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Educational Research; *Feedback; Higher Education; Instructional Improvement; Performance; *Student Evaluation of Teacher Performance; Student Reaction; Teacher Evaluation; *Teacher Improvement; Teacher Response
IDENTIFIERS- *ASHE Annual Meeting

Students on many campuses regularly evaluate their courses, and reports of these evaluations are sent to their instructors. Such feedback should result in improved teaching and in more positive evaluations, yet neither informal observation nor systematic studies reveal sizable feedback effects. The true effects of feedback of this kind are modest, and estimates of the true effects are attenuated by design and measurement problems and definition and implementation problems. Three kinds of evidence are described that support this contention: (1) original sin (some faculty deny the value of student ratings and once they have a PhD or get tenure, they no longer are able to distinguish pedagogical truth from pedagogical error); (2) archival data (little evidence of improved ratings over time which would indicate improvement); and (3) controlled studies, design and measurement, generalizing from midterm pretests, measurement scale characteristics, and definition and implementation problems, including definition of feedback, and unstated assumptions). The influence of generalizing from midterm pretests is uncertain. All of the other problems are likely to reduce the chances of identifying feedback effects. Measurement issues make it harder to detect true differences. Diffusion treatment can dilute feedback effects. Failure to verify implementation of treatment and investigate other assumptions about the treatment also attenuate true effects of feedback. Contains 8 references. (SM)

ED 303 109 HE 022 135

Annual Report on Program Activities, 1986-87. The Twelfth in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities. Report No. 87-28.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 88
NOTE- 31p.
AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, CA 95814-3985 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Community Colleges; Educational Assessment; Educational Development; Higher Education; Policy Formation; *Program Evaluation; Public Colleges; Public Policy; State Departments of Education; *State Programs; State Universities; *Statewide Planning
IDENTIFIERS- *California

The twelfth in a series of annual reports on the program review activities of the California State Postsecondary Education Commission staff and the three public segments of higher education is presented, covering proposals for 50 new degree/certificate programs submitted to the Commission between July 1986 and June 1987. Four recommendations are offered: (1) the Chancellor's Office of the California community colleges should increase its efforts toward improving program review practices and procedures on all campuses; (2) with all campuses in the University and State University having established schedules for the systematic review of existing programs, segmental offices should seek to insure uniformity in the quality of campus reviews by developing guidelines and regulations to be distributed to the campuses and other parties; (3) segmental offices should encourage all campuses to define more precisely the knowledge and skills expected of graduates of each degree program; (4) segmental offices should undertake as many systemwide reviews of programs in selected fields as resources allow. Three appendices are: proposals for new programs submitted to the Commission, July 1, 1986 to June 30, 1987; undergraduate program review criteria, College of Letters and Science, University of California, Davis; and projected programs, University of California and the California State University, 1986-1990. Contains 8 references. (SM)

ED 303 253 PS 017 763

Steinberg, Laurence; Elmen, Julie D.
Adolescent Responsibility, Parent-Child Relations, and School Performance.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Univ., Madison. Graduate School.
PUB DATE- 86
NOTE- 34p.
GRANT- G008690007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; *Child Rearing; *Elementary School Students; Elementary Secondary Education; Family Characteristics; Family Influence; *High School Students; Middle Schools; *Parent Child Relationship; Student Characteristics; *Student Responsibility

IDENTIFIERS- *Authoritarian Parents

Examined are the relationships of student responsibility and parent-adolescent relations to the school performance of middle-school-age youth. A total of 120 families with a first-born child between 11 and 16 years of age participated in the study. Assessment of adolescent responsibility included measures of self-reliance, work orientation, resistance to peer pressure, and involvement in household responsibilities. Assessment of the parent-child relationship included measures of decision-making, parental acceptance, and parental control. Measures of school performance were students' English and mathematics grades, attendance records, and standardized achievement test scores. In general, cross-sectional analyses indicated that adolescent responsibility and a constellation of parenting practices described as "authoritative" are associated with school success. However, longitudinal analyses indicated that responsibility is a correlate, rather than an antecedent, of school success, whereas authoritative parenting actually enhances school performance. For reasons not yet fully understood, youngsters whose parents are relatively less permissive, more accepting, and less psychologically controlling do better in school than do their peers. (RH)

ED 303 297 RC 016 935

Raffan, James

Wilderness Crisis Management. Explore Magazine Technical Series No. 11.

PUB DATE- Mar 88
NOTE- 5p.
AVAILABLE FROM- Explore Magazine, #410, 301 Fourteenth Street NW Calgary, Alberta, Canada T2N2A1.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accident Prevention; *Adventure Education; Experiential Learning; Planning; Risk
IDENTIFIERS- *Crisis Management; *Outdoor Recreation

This paper deals with managing a crisis in a wilderness situation. The terms "crisis" and "turning point" are used to describe what is more traditionally called an accident. Using these terms introduces the idea that crisis events occur as logical consequences of preceding decisions, errors, or omissions, not as the result of chance or fate. Ignoring the causes of risk and injury is a serious shortcoming in adventure education and planning. In order to prevent or deal with wilderness crises, three areas of expertise are required: (1) knowledge and skills; (2) preventive awareness; and (3) crisis management planning. Together these three areas form the wilderness crisis management triangle. Crisis management simulation is recommended for participants in a group wilderness activity. The paper describes a six-part crisis resolution plan for training and simulation purposes. The plan considers decision making, search, rescue, first aid, evacuation, and notification. Making plans for these contingencies and weighing the individual's profile of competencies against the wilderness crisis management triangle is an obligation of a prudent adventurer or outdoor practitioner. (ALL)

Camp Standards with Interpretations for the Accreditation of Organized Camps. Revised Edition. Basic Standards Course Participant Workbook.

American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-074-6; ISBN-0-87603-075-4
PUB DATE- 86
NOTE- 143p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 (standards, $10.50--ISBN-0-87603-074-6; workbook, $4.50--ISBN-0-87603-075-4).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accrediting Agencies; *Administration; Administrator Guides; *Camping; *Certification; Outdoor Activities; *Standards; Workbooks
IDENTIFIERS- *Accreditation Standards; *American Camping Association; Site Visits

The American Camping Association's (ACA) Camp Standards Program assists camp administrators in providing a quality camp experience and assists the public in selecting camps that meet standards accepted by the industry and recognized by the government. ACA Camp Standards represent desirable practices basic to quality programs.

Accredited camps and approved sites have voluntarily invited ACA-trained teams to verify their compliance with the Standards in all operational areas. Core standards cover site, administration, personnel, program, and health care, while selected program standards apply to aquatic activities, trip-camping, horseback riding, and travel activities. Each standard is in the form of a yes/no question, accompanied by an interpretation of terminology and intent, and information on additional resources. The document includes a glossary and describes the ACA, Standards content, history of Standards development, and procedures for accreditation and reaccreditation. Appendices contain sample checklists and agreement forms, health and medical forms, plans, objectives and implementation outlines, and information concerning lifeguarding ratios, foreign equivalents of aquatic certifications, and the physical soundness of riding horses. The accompanying "Basic Standards Course Participant Workbook" can serve as a study guide for camp directors seeking accreditation. (SV)

ED 303 326 SE 050 280

Rousseau, Rosemary, Comp.
Selective Guide to Literature on Chemical Engineering. Engineering Literature Guides, Number 9.
American Society for Engineering Education, Washington, D.C.
REPORT NO.- ISBN-0-87823-109-9
PUB DATE- 86
NOTE- 24p.; For other Engineering Literature Guides see ED 295 834, SE 050 279-286.
AVAILABLE FROM- American Society for Engineering Education, 11 Dupont Circle, Suite 200, Washington, DC 20036 ($5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Chemical Engineering; *College Science; Databases; Educational Technology; *Engineering; Engineering Education; Information Networks; *Information Services; Information Systems; *Information Technology

The material in this guide covers areas important to the chemical industries. Topics such as heat and mass transfer, plastics, polymers, fluid flow, and process engineering are included. This document is a survey of information sources in chemical engineering and is intended to identify those core resources which can help engineers and librarians to find information about the discipline. Sections include: (1) "Guides to the Literature"; (2) "Bibliographies"; (3) "Indexing and Abstracting Services"; (4) "Computer Databases"; (5) "Dictionaries"; (6) "Encyclopedias"; (7) "Yearbooks and Surveys"; (8) "Handbooks and Manuals"; (9) "General Directories"; (10) "Product Directories"; (11) "Biographical Directories"; and (12) "Standards and Specifications." (CW)

ED 303 342   SE 050 323

Heller, Barbara R.
Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City. Case 07-88.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Sep 88
NOTE- 166p.; Portions of appendices printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary School Mathematics; Evaluation; *Inservice Teacher Education; *Intermediate Grades; *Mathematics Teachers; *Parochial Schools; Private Schools; *Teacher Education Programs; Teacher Workshops
IDENTIFIERS- *New York

During 1987-88, the Center for Advanced Study in Education, continuing its program to promote quality mathematics instruction in the nonpublic, religiously oriented schools of New York City, focused on teachers who teach mathematics in grades four through six. The three objectives of this project were to increase the number and diversity of nonpublic school participants, to provide teachers with focused and relevant training in mathematics, and to conduct workshops and field-based study groups. This report describes three phases of the project: planning and development; workshops for teachers; and field-based study groups for participating teachers. Some outcomes and difficulties are also discussed. Appendices included are: (1) "Summary Evaluation Report" (including documents concerning the project, analysis of participating teacher questionnaires, announcement/reservation forms for workshops, and sample resource materials at workshops); (2) meeting agenda papers and letters concerning "School Selection and Teacher Recruitment"; (3) "Formative Evaluation Forms and Instruments"; (4) "Workshops and Study Groups Related Materials"; and (5) "Miscellaneous Materials." (YP)

ED 303 372 SE 050 363

Shepard, Joyce Wolf; Wiske, Martha Stone
Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-88-29
PUB DATE- Jan 89
NOTE- 54p.; Drawings may not reproduce well.
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Computer Assisted Instruction; *Educational Change; *Geometry; Mathematics Education; *Mathematics Instruction; Mathematics Materials; Mathematics Teachers; Secondary Education; *Secondary School Mathematics; Teacher Education Programs

This paper reports on a study of the spread of an educational innovation that used computer technology and software called "Geometric Supposers" to integrate inductive reasoning into geometry courses in three high schools. The study documented the efforts of teachers, who had worked with this innovation during the previous year, to support its dissemination to their colleagues. Three case studies documenting the dissemination of the "Supposers" are given. In each study, the school setting, context arrangement, instructional design, and school structure and fit are described. A final section compares the three cases focusing on ways of securing support for the innovation, recruiting new teachers, and providing instruction and implementation assistance. (YP)

ED 303 387 SO 019 617

Hoover, Jeffrey
Selected Publications Concerning Byzantine and Neo-Byzantine Music: An Annotated Bibliography.
PUB DATE- 10 Jan 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Music; Religion; Resource Materials
IDENTIFIERS- *Byzantine Music; Eastern Orthodox Church; *Neo Byzantine Music

This selected and annotated bibliography contains 22 references to international works on Byzantine and Neo-Byzantine music. Some of the annotations contain information about: (1) the language of the text; (2) foreign language translations; (3) included indexes and bibliographies; (4) reproductions of music and manuscripts; (5) the history of Byzantine music; (6) the relationship of Byzantine music to western music; (7) Byzantine musicians; (8) Byzantine musical style and theory; and (9) the use of Byzantine music for religious worship purposes. (JHP)

ED 303 403 SO 019 654

Roupp, Heidi

Leadership Indian Style: A Comparison of Kautilya's Advice with Akbar's Experience. Draft Copy.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Biographies; *Cultural Background; Foreign Countries; History; *Leadership Qualities; Leadership Training; Secondary Education; *Social History; Social Influences; Teacher Developed Materials
IDENTIFIERS- *India; *Moguls; Religious Denominations; Sixteenth Century

To provide a learning unit on leadership, religious tolerance, and social customs, this paper used a 16th century Mogul Indian prince's life to promote discussion on these topics. The story of Akbar's life included his early years, education, and leadership ability, and advice from Kautilya, a fourth century Indian statesman, was interspersed within the narrative. Fascinated by religions and known for his religious tolerance, Akbar encouraged religious debates at his court and settled a war by marrying a Hindu princess. Other included aspects of 16th century Indian history and customs are these topics: the battle at Chitor, harems, Indian time-keeping devices, and hunting. The topics that are discussed throughout the narrative are: (1) leadership abilities; (2) leadership education; (3) moral values; (4) leadership advice; (5) social customs and practices; and (6) religious influences on politics. A 20-item bibliography and three woodcut prints are included. (DJC)

ED 303 418 SP 029 277

Cohn, Marilyn M.; And Others
"Talks with Teachers": A Preliminary Analysis.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 38p.
CONTRACT- NIE-G-83-0067
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; Elementary Secondary Education; *Job Satisfaction; Locus of Control; Parent Participation; Social Problems; Student Motivation; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Characteristics; *Teaching Conditions

A description is given of the perceptions and attitudes of 10 teachers currently working in the Dade County (Florida) schools.

The paper examines the extent to which changes over the past two decades have affected the ways in which they perceive their work and the teaching profession in general. These teachers entered teaching primarily for intrinsic rewards and a desire to help young people learn. However, frustration was consistently felt as a response to numerous external forces interfering with the teaching-learning process. These forces included the "school system" with all of its various bureaucratic components, uninterested parents, the students themselves, and, for some teachers, the union. In a general sense there was a marked difference in the ways that individual teachers responded to and coped with external forces. The data for this study were gathered from interviews with 10 teachers randomly selected from a sample of 42 teachers. The interviews covered a wide-range of subjects including: (1) teachers' reasons for entering the profession; (2) their views of the conditions under which they worked; (3) the rewards and incentives available to them; and (4) their attitudes concerning major social and educational movements. The subjects represented a cross-section of teachers working in urban, suburban and rural schools, and in regular and special education settings at the elementary and secondary levels. (JD)

ED 303 434 SP 030 852

Gaddy, Gary D.
High School Order and Academic Achievement.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 16 Jun 87
NOTE- 43p.
GRANT- G-0086970007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Discipline; *Educational Environment; *High Schools; Institutional Characteristics; *Organizational Climate; School Effectiveness; Secondary Education; Self Control; *Student Behavior; Student Characteristics

In contrast to public opinion, the relationship between school order and achievement is neither simple nor certain. While research shows individuals who misbehave perform poorly in school, it has not made clear why. Further, the evidence on order and achievement at the school level is even more limited. One inference drawn here is that failure to distinguish order as a product of coercion from order as a manifestation of self-disicpline may result both in the failure of research to clarify the relationship between order and achievement and in the failure of schools to foster their highest purposes. Fifty-nine references are included. (Author/JD)

ED 303 044 FL 017 787

Cloud, Nancy

ESL in Special Education. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 3p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Individual Needs; Limited English Speaking; Material Development; *Program Design; Referral; *Special Education; *Special Programs; Student Needs
IDENTIFIERS- ERIC Digests

The special instructional needs of limited English proficient (LEP) students in special education programs are discussed. The degree of the student's disability (mild, moderate, or severe) directs both the program focus and the need for specialized knowledge to deliver appropriate instruction. A responsive English as a second language (ESL) program in the special education setting must consider aptitude, attitude/motivation, personality, learning style, and learning strategies as well as cognition, motivation, strategic behavior, and learning style preferences. Future challenges to developing successful ESL programs in the special education setting include: (1) preventing inappropriate referrals to special education by more thoroughly evaluating LEP children before they are referred to special education; (2) preparing special educators and ESL teachers by providing cross-over training in both fields; and (3) developing materials appropriate to the special needs of students in this setting. A reference list of 15 items is included. (DJD)

ED 303 138 IR 013 594

Acker, Stephen R.; Albarran, Alan B.
Implementing ISDN: A Sociotechnical Analysis.
PUB DATE- 26 May 88
NOTE- 21p.; Paper presented at the Annual Conference of the International Communication Association (New Orleans, LA, May 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Digital Computers; Higher Education; *Networks; *Standards; *Systems Analysis; Technological Advancement; *Telecommunications; Users (Information)
IDENTIFIERS- Integrated Network Systems; *Integrated Services Digital; *Sociotechnical Systems Approach

This sociotechnical analysis assesses the effects on the educational environment of migrating from the currently fragmented analog system to an environment dominated by integrated digital telecommunications systems. An integrated telecommunications channel is at the heart of the design for an ISDN (integrated services digital network). ISDN is a set of technical standards and a network architecture that describe a digital telecommunications channel able to carry voice, data, and compressed video on the same telecommunications network. Two central issues are how an integrated telecommunications system will differentially affect voice, data, and video users, and whether ISDN inherently favors large or small "customers" for telecommunications services. The conceptual discussion is followed by a case study of a large university (Ohio State) in the process of developing an integrated telecommunications system. (26 references) (Author/EW)

ED 303 153 IR 013 623

Barger, Robert N.
On-Line Evaluation and Remediation of Programming Skills.
PUB DATE- Apr 88
NOTE- 8p.; Paper presented at the Annual Meeting of the International Association for Computing in Education (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; *Evaluation Criteria; *Programing; Programing Languages; Psychometrics; Remedial Instruction; *Student Evaluation; Test Construction

This procedure for testing the mastery of programming skills uses online testing and correction. The student is presented with a test problem and is asked to solve it, encode the solution, debug the code, and save it on a floppy disk. The instructor corrects the program at the appropriate points through the use of REM statements. The erroneous or inefficient student-written lines are neutralized but retained in the REM statements so that they can be compared by the student with the correct lines. A variant on this procedure would have the instructor point out the place where an error has occurred, but the student would make the corrections and resubmit the test. Two sample questions with corrections in the BASIC Programming Language are provided, although the procedure could be adapted to many computer languages. (EW)

ED 303 183 IR 052 633

Engelbrecht, Pamela Noyes
User Surveys. SPEC Kit 148.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 88
NOTE- 120p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Services, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Administrator Responsibility;

*Evaluation Methods; Higher Education; Library Personnel; *Library Planning; Library Research; *Library Services; *Needs Assessment; Questionnaires; Surveys; *Use Studies
IDENTIFIERS- Association of Research Libraries

Based on responses to a survey of Association of Research Libraries (ARL) members in March 1988, this Systems and Procedures Exchange Center (SPEC) flyer and kit are designed to assist administrators of large academic libraries in the selection of useful methods of conducting user surveys for particular library concerns. The flyer provides a brief overview of the survey and its findings, including a rationale for surveying, survey strategies and methods, considerations for successful surveying, and current trends. The kit contains a summary of information about 108 surveys conducted by 38 ARL member libraries and materials submitted by the University of California at Santa Barbara, University of California at Irvine, Dartmouth College, Duke University, University of Iowa, Kent State University, Massachusetts Institute of Technology, Michigan State University, University of Michigan, Ohio State University, Purdue University, Stanford University, Southern Illinois University at Carbondale, Texas A&M University, Washington University, and York University. These materials include policy guidelines for studying libraries and a final report on user needs, as well as 18 survey instruments. These questionnaires are divided into four groups: (1) general user surveys; (2) user surveys with emphasis on long-range planning; (3) brief surveys targeted at specific services or groups; and (4) use surveys. A selected reading list of eight items is included. (CGD)

ED 303 238 PS 017 692

Pohjanpalo, Marja, Ed.; Semi, Ritva
100 Years of Kindergartens in Finland.
Association of Kindergarten Teachers in Finland, Helsinki.; Central Union for Child Welfare in Finland, Helsinki.
PUB DATE- Feb 88
NOTE- 17p.; Product advertisements have been covered over.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Day Care; Day Care Centers; *Early Childhood Education; *Educational Facilities; Employed Parents; Family Day Care;

*Kindergarten; Public Policy; Rural Education; Urban Education
IDENTIFIERS- Finland; Finland (Helsinki)

Discusses kindergarten in Finland during the past 100 years. There are over 2,400 kindergartens in Finland, and these attend to over 100,000 children. The kindergartens, which are part of the day care system, use methods based on the teachings of Friedrich Frobel. The general goal of kindergartens is to support the family in bringing up the child and join with the home in promoting the development of the child's personality. Kindergartens are of six types: (1) standard kindergartens; (2) kindergartens for school children; (3) special day care; (4) open kindergartens; (5) roving kindergartens; and (6) 24-hour kindergartens. Family day care includes care offered at the child minder's home, three-family day care, and group family day care. Play activity involves play clubs, playgrounds, and toy libraries. The Finnish government has decided that by 1990, all families with children under three years should be able to send their children to a kindergarten or receive home-care support. Home-care support offers the parent the possibility of taking care of the child until it turns three. The law also ensures that the parent will not lose his or her employment during this period. (RJC)

ED 303 268 PS 017 785

Child Support Enforcement Program. Hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, Second Session (February 23, 25; and March 2, 1988).

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

PUB DATE- 88

NOTE- 642p.; Serial No. 100-56. Contains some small/marginally legible type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402

(Stock No. 552-070-05255-1).

LANGUAGE- English

EDRS Price - MF03/PC26 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Court Role; *Federal Government; Financial Support; Hearings; One Parent Family; *Public Policy

IDENTIFIERS- Child Support; *Child Support Enforcement Program; Congress 100th; Internal Revenue Service; *Paternity Establishment

Presented is a report of congressional hearings on the child support enforcement program, authorized under Title IV-D of the Social Security Act. The hearings, which took place in three sessions, focused on interstate enforcement, paternity establishment, improvement of collections and enforcement, and the future of the child support enforcement program (including reorganization of the Health and Human Services Office of Child Support Enforcement.) Most states have implemented the Child Support Enforcement Amendments of 1984. The most difficult provisions of the amendments to implement have involved bonds, expedited process, and wage withholding. Mentioned in the hearings also was the fact that current law (42 USC 644) allows parents who have custody of minor children to attach federal income tax refunds of noncustodial parents who are behind in payments. Many parents avoid their responsibility by removing themselves from jurisdiction of the courts until after the child is 18. (RJC)

ED 303 283 RC 016 798

Spence, Beth
"It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties.
Covenant House, Charleston, WV.
SPONS. AGENCY- New York Community Trust, N.Y.
PUB DATE- 86
NOTE- 77p.; Also supported by a grant from the James C. Penney Foundation.
AVAILABLE FROM- Covenant House, Rural Homelessness Project, 1109 Quarrier St., Charleston, WV 25301 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Disadvantaged Environment; Economically Disadvantaged; *Family Environment; Family Problems; High Risk Students; *Homeless People; Housing; *Housing Deficiencies; Housing Needs; Interviews; *Low Income Counties; *Poverty; Poverty Areas; Qualitative Research; Quality of Life; Rural Areas; *Rural Population; State Standards
IDENTIFIERS- *West Virginia

Many poor families in rural West Virginia live in unsafe, unsanitary structures that do not protect them from the elements, but these families are not considered officially homeless. Lincoln and Clay Counties are very rural, traditionally poor areas, with 45% of their populations receiving welfare and much larger proportions receiving food stamps. Interviews with 82 poor families and local officials and community workers in the two counties revealed that: (1) much of the available housing is substandard; (2) poor families cannot afford safe and decent housing; (3) entire families live nomadic existences, moving from one substandard house to another; (4) bad water places families at risk in other areas of their lives; (5) families living in substandard conditions have high rates of illness; (6) children living in substandard conditions have a high rate of school failure, or are "gray area" students (in need of help but not eligible for special education) and allowed to move through the school system without learning; (7) the state's Landlord-Tenant Act does not protect poor families who take what shelter is available; (8) the Department of Housing and Urban Development (HUD) subsidizes substandard housing with taxpayer money; (9) the State Department of Human Services does not recognize substandard housing in making homelessness funds available; and (10) existing programs that provide weatherizaton supplies or pay utilities do not address these problems adequately. The report makes recommendations concerning state housing and water standards, the issues of land ownership and unemployment, investigations of state programs and use of HUD funds, local planning, and possible resources. (SV)

ED 303 358 SE 050 343

Konold, Clifford

Understanding Students' Beliefs about Probability.

Massachusetts Univ., Amherst. Scientific Reasoning Research Inst.
REPORT NO.- SRRI-192
PUB DATE- Jun 88
NOTE- 30p.; Some pages contain light type.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Cognitive Structures; *College Mathematics; Concept Formation; Higher Education; High Schools; History; *Mathematical Concepts; *Mathematics Instruction; *Misconceptions; *Probability; Schemata (Cognition); Secondary School Mathematics; *Statistics
IDENTIFIERS- *Constructivism

The concept of probability is not an easy concept for high school and college students to understand. This paper identifies and analyzes the students' alternative frameworks from the viewpoint of constructivism. There are various interpretations of probability through mathematical history: classical, frequentist, and subjectivist interpretation. These interpretations provide a context for evaluating various beliefs about probability held by students long before the start of formal instruction. The study develops an outcome approach model of informal reasoning under certainty and presents a few excerpts from conversations with students about probability to demonstrate how statements can be understood according to the outcome approach. Three kinds of students' reasoning statements are discussed: confusing statements, statements that sound incorrect, and statements which contain two conflicting views. This study suggests three general types of criteria against which students are encouraged to evaluate their current beliefs. These are the fit between their beliefs and: (1) the beliefs of others; (2) their other, related beliefs; and (3) empirical observations. (YP)

ED 303 058   HE 021 634

Mahoney, Susan S.
Summary of Credit by Examination at the University of Texas at Austin 1986-1987.
Texas Univ., Austin. Measurement and Evaluation Center.
REPORT NO.- SR-87-2
PUB DATE- Sep 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Grouping; *Acceleration (Education); Achievement Tests; *Advanced Placement; *College Credits; College Students; *Equivalency Tests; Higher Education; Prior Learning; Scores; Student Placement; Testing
IDENTIFIERS- *Credit by Examination; *University of Texas Austin

The results of the program of credit by examination at the University of Texas at Austin during the 1986-1987 testing year are presented. The data provide a basis for a comprehensive picture of the impact of the program on this campus. The examinations covered 51 subject areas with 171 courses taught in 36 departments/divisions in 8 colleges and schools of the University (business administration, communication, education, engineering, fine arts, liberal arts, natural sciences, and nursing). Evaluation of the 26,023 test scores is recorded. The results of tests in the 10 subject areas in which the majority of students were tested during 1986-1987 are displayed (biology, chemistry, English, French, German, government, history, math, physics, and Spanish). The three subjects standing out as the ones in which students most often attempted to earn credit by examination are English, Spanish, and mathematics, and they also generated the majority of semester hours of credit eligibility. A 5-year summary of credit by examination at the University of Texas at Austin (by subject area) is presented with the 10 largest volume subjects shown individually. The results of examinations in the eight colleges and schools are shown separately. The five testing categories covered in this report are institutional administrations, departmental administrations, and national administrations of CLEP (College-Level Examination Program) subject examinations, Advanced Placement examinations, and achievement tests. Four figures and 13 tables are included. (SM)

ED 303 169 IR 052 619

Library Service to the People of New York State. A Long-Range Program, October 1, 1988-September 30, 1993, for the Improvement of Library Services Utilizing Local, State, and Federal Resources.

New York State Library, Albany.

PUB DATE- 88

NOTE- 50p.; For a supplement to this report, see IR 052 620; for the 1987-1992 report, see ED 286 536.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Library Automation; *Library Networks; *Library Planning; *Library Services; Library Statistics; Long Range Planning; Objectives; Online Systems; Program Descriptions; Public Libraries; Regional Libraries; *Regional Planning; Shared Library Resources; State Departments of Education; State Libraries; *State Programs
IDENTIFIERS- Library Services and Construction Act; *New York

This annual report on a comprehensive 5-year program for the improvement of library services in New York State is intended to: (1) provide a benchmark for the continuing planning, development, and evaluation of library services in the state; (2) summarize the objectives, policies, and programs undertaken for the improvement of library services, particularly those that the Federal Library Services and Construction Act (LSCA) helps to finance; (3) provide current, basic information on libraries and library systems in New York; (4) serve as a guide to library systems, regional planning groups, and other agencies that wish to participate in the LSCA program; and (5) meet LSCA requirements. The report begins with an overview of libraries in the state and their political environment. Libraries, library systems, and networks are described in the second section, and the third discusses library resource sharing and technological change. Constraints on library services and priority needs are covered in the fourth section; the fifth summarizes state and LSCA goals; and the report concludes with a discussion of 10 library program objectives. A 25-item bibliography is included. (MES)

ED 303 197   JC 890 051

Purdy, Jeanette J.
A Comparative Study of the Quality of Academic Advisement as Perceived by Day and Evening Students.
PUB DATE- Apr 85
NOTE- 61p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Community Colleges; Comparative Analysis; Counseling Effectiveness; *Counselor Role; *Day Students; *Evening Students; Faculty Advisers; Participant Satisfaction; *Student Attitudes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Mercer County Community College NJ

In spring 1984, a study was conducted at Mercer County Community College (MCCC) in Trenton, New Jersey, to determine the difference between the quality of academic advisement for day and evening students. At the time of the study, MCCC enrolled approximately 10,500 full- and part-time students. One-third of these students attended day sessions, and two-thirds attended evening sessions. Students were surveyed in randomly selected day and evening classes to determine their perceptions and expectations of advisors' specific functions and roles; to gather information concerning their contacts with their advisor; and to solicit open-ended comments. Study findings, based on responses from 430 day students and 171 evening students, included the following: (1) only 16% of both day and evening students met three times or more with their academic advisors; (2) 59.4% indicated that the college catalog was the most valuable source of information for selecting courses, compared with 11% who considered the advisor to be the most helpful information source; (3) 35% of the day students and 27% of the evening students felt their advisor was approachable and easy to talk to; (4) 77% of the day students and 64% of the evening students indicated that their advisor was available and on time for appointments most or all of the time; and (5) 58% of the evening students reported that their advisor rarely or never assisted them in exploring occupational or professional plans. The survey instrument is appended. (AJL)

ED 303 211 JC 890 068

Usera, John J.
Study of Interests in Academic, Technical and Extracurricular College Programs by High School Juniors and Seniors.
Labette Community Coll., Parsons, KS.
PUB DATE- Jan 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *College Bound Students; College Choice; College Programs; Community Colleges; Extracurricular Activities; High Schools; *High School Seniors; *High School Students; Information Needs; *Majors (Students); Questionnaires; School Surveys; *Student Educational Objectives; Two Year Colleges

In 1989, a survey of high school students was conducted by Labette Community College (LCC) to determine their career and academic aspirations, possible interests in college majors, interests in proposed new offerings, information needs, extracurricular interests, and scheduling preferences. Surveys were administered on a voluntary basis to 1,004 juniors and seniors in seven high schools in Labette and Cherokee counties. Study findings, based on a 63% response rate, included the following: (1) 28.5% of the students planned to attend a university or four-year college on a full-time basis after graduation, while 27.9% planned to attend a community college either full or part time; (2) the seniors showed most interest in business administration, pre-engineering, and psychology as majors, while juniors were most interested in majors in automotive technology, pre-engineering, and accounting; (3) 115 of the juniors and seniors expressed interest in a proposed new program for athletic trainers; (4) when asked to identify their information needs, students indicated most interest in receiving information about scholarships and financial aid, followed by college clubs and organizations, and intramural sports; and (5) 54.8% of the respondents indicated a preference to attend classes in the morning, 36.6% preferred the afternoon, and 8.6% preferred the evening. The survey instrument is appended. (AAC)

ED 303 388 SO 019 620

Cost-Effectiveness of Training Modalities in Population Education. Population Education Programme Service Manual.

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

REPORT NO.- BKP/88/OPE/4-2000
PUB DATE- 88
NOTE- 83p.; Charts and graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Attitude Measures; *Cost Effectiveness; Foreign Countries; National Surveys; *Population Education; Research Design
IDENTIFIERS- *Asia Pacific Region; *Research Training

This manual discusses cost effectiveness in evaluating training modalities in population education for Asian and Pacific nations. Chapter 1 defines training modalities and offers 10 models that are in use in this geographic region. Chapters 2 and 5 discuss evaluation, cost effectiveness versus cost benefit analyses, estimating and analyzing costs, input of personnel, financial considerations, equipment, materials, and organization cooperation; while chapters 3 and 4 discuss design, instrumentation, data analysis, and data interpretation based on cost effectiveness. Chapter 6 contains guidelines for preparing a research proposal, and chapter 7 provides a sample proposal and prototype instruments. Tables, charts, and graphs are included. (DJC)

ED 303 435   SP 030 853

Gamoran, Adam
Instruction and the Effects of Schooling.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 87
NOTE- 38p.; Paper presented at the Annual Meeting of the American Sociological Association (August, 1987).
GRANT- G00869007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Instructional Effectiveness; *Organizational Climate; Secondary Education; *Secondary School Curriculum; Teaching Methods; Time Factors (Learning); *Time Management

This paper argues that research on school effects has come to regard instruction as the core of the schooling process. The paper adopts an organizational view of schools which suggests that instruction is the school's "core technology," occurring when teachers apply available resources such as time and curricular materials to the exigencies of classroom life. Two aspects of instruction, the use of time and the coverage of curricular content, are discussed in detail. But the paper also acknowledges that instruction occurs in a social context, which must be specified if one wishes to analyze schooling rather than pedagogy. Finally, an empirical example is presented to illustrate the formulation and to suggest further ways of measuring instruction. (Author)

ED 303 071 HE 022 091

Escala, Miguel J.; And Others

Alternative Model for the Assessment of Organizational Effectiveness for Higher Education Institutions in Developing Countries. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88
NOTE- 63p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Educational Assessment; Efficiency; *Higher Education; Human Relations; *Models; *Organizational Effectiveness; *Social Influences
IDENTIFIERS- *ASHE Annual Meeting

The results of a study developing and testing a socially relevant model for assessing organizational effectiveness in developing countries are presented. Focus is on assessing the Dominican Republic. The objectives of the study were: to select and test theoretically sound effectiveness criteria which account for the type of organization and the social context in which it operates; to specify and evaluate the participation of different constituencies within the institutions as sources of data in the assessment process; and to define the type of data to be collected, construct related instruments, and analyze the consistency of data collected. The four major domains of organizational performance are defined as human relations, organizational acquisition, academic goals, and social commitment. Social conditions affecting the survival of institutions (by limiting their resources) are described, along with institutional responses directed toward improving the existing social conditions and eliminating social constraints. Among the conclusions are the following: the society for which a model is developed as well as the type of organization

should be part of the components of an assessment model; and the institutional profiles based on the questionnaire data must differentiate between the institutions. The results support the validity of the effectiveness measurement used in this model. An appendix presents criteria of effectiveness. Contains 54 references. (SM)

ED 303 084 HE 022 104

Woodard, Dudley B., Jr.; And Others
Student Outcomes Assessment Survey 1987-88. ASHE 1988 Annual Meeting Paper.
National Association of Student Personnel Administrators, Inc.

PUB DATE- Nov 88
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988). For related document, see ED 294 487.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Educational Assessment; Educational Policy; Higher Education; Institutional Role; National Surveys; Organizational Objectives; *Outcomes of Education; Questionnaires; *School Effectiveness; State Programs; Student Development; *Student Evaluation; Success
IDENTIFIERS- *ASHE Annual Meeting; *College Outcomes Assessment

The National Association of Student Personnel Administrators (NASPA) conducted a national survey to determine the status of local campus initiatives in student outcomes assessment. Its goal was to determine whether assessment programs have been or are being developed, the objectives and source of initiation, and assessment techniques. Of particular interest was the role student affairs played in local initiatives. All U.S. and Canadian NASPA member institutions (n=1,140) were surveyed using the Total Design Survey Method; a total of 821 responses were received. Focus was on four areas: general institutional information, student outcome program/plan, information sharing, and optional. Institutions were identified as a two-year college, four-year college, university, or graduate school. The study indicates that institutions are responding to the pressure for reform by implementing outcomes assessment programs. This trend does not vary by type or size of institution, and the differences between public and private institutions are minimal. It is in the category of developing plans that the largest difference is seen; over 50% of those institutions which are developing programs are public. The trend toward developing programs appears the strongest in those NASPA regions where members are from states with statewide initiatives. Still, almost two-thirds of the respondents reported no activity. Indications are that the interest and program activity level will dramatically increase over the next few years. Appended are the NASPA Research and Program Development Division 1987-88 Student Outcomes Assessment Survey Frequency of Responses with five tables, a list of institutions willing to share information on their outcomes assessment programs, and a region map. Contains 34 references. (SM)

ED 303 097 HE 022 117

Nash, Nancy S.; And Others
Women Students with Dependent Children on Welfare: Educational Impact of Welfare Policy and Practice. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; College Students; Dependents; Economically Disadvantaged; Educational Finance; Eligibility; Expenditure per Student; *Financial Services; Higher Education; Mothers; Student Financial Aid; *Welfare Recipients; *Womens Education
IDENTIFIERS- *ASHE Annual Meeting; *Paying For College; University of Wisconsin System

A survey conducted at University of Wisconsin System institutions was designed to help decision makers determine how many women students were on welfare and to find out the interaction between welfare and student financial aid in relation to expenses incurred in higher education. Women students vary in financial, marital, and parental status, and a significant proportion of them are mothers of financially dependent children. Many of them are on welfare. The survey asked for demographic data such as institution of attendance, student status, and approximate annual educational expenses. Participants were asked whether they had children financially dependent on them, whether they were entitled to receive non-governmental support, and whether they received that support. They were also asked whether they were receiving or had received while a student one or more benefits (such as food stamps, medical assistance, and aid to families with dependent children). Findings showed that women who took a job or obtained a grant to pay for their education had less money for food and expenses than women who did not. This policy did nothing to move women off the welfare rolls. In addition, programs such as Job Opportunities and Basic Skills takes these students away from higher education,

ensuring that they remain eligible only for minimum wage employment and further welfare dependency. A technical appendix gives the sampling procedures and statistical programs used in the study. The survey instrument is attached. Contains 3 references. (SM)

ED 303 110 HE 022 136

Proposed Establishment of San Jose State University's Tri-County Center in Salinas. A Report to the Governor and Legislature in Response to a Request by the California State University for Funds to Create an Off-Campus Center to Serve Monterey, San Benito, and Santa Cruz Counties. Report No. 88-37.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Oct 88

NOTE- 103p.

AVAILABLE FROM- Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Decision Making; Educational Facilities Planning; Educational Legislation; *Educational Policy; Higher Education; Multicampus Colleges; *Off Campus Facilities; *Policy Formation; Public Policy; State Aid; State Programs; *State Universities; Upper Division Colleges

IDENTIFIERS- California; *New Colleges; *San Jose State University CA

The California State Commission on Postsecondary Education recommends approval of a request by the Trustees of the California State University to establish a temporary upper-division and graduate off-campus center of San Jose State University in Salinas. Such approval of new or off-campus centers is required by California law. Following a history of the State University's activities in this area since 1975, the merits of this proposal are discussed within the context of the Commission's "Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers." The Commission's conclusions are reported regarding enrollment projections, alternatives, effects on other institutions, program design and justification, commuting time, access for the disadvantaged, and physical, social, and demographic characteristics. It recommends that the Tri-County Center of San Jose State University be eligible for state funding. Appended are: guidelines and procedures for the review of new campuses and off-campus centers; text of San Jose State University proposal for Tri-Country Center, May 1987; and related correspondence. (SM)

ED 303 125   HE 022 154

Taylor, Thomas E.
Classifying the Consumers of Higher and Continuing Education.
PUB DATE- Nov 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; College Students; *Consumer
  Economics; Continuing Education; *Educational Demand; Educational
  Objectives; *Higher Education; Institutional Survival; Management
  Development; *Marketing
IDENTIFIERS- *Market Research

Realizing the goals of higher and continuing education calls for applying consumer research to university marketing techniques. Several higher education publics have been identified, and the idea of consuming publics can be subdivided into internal and external consumers, with the student viewed as the educational product. Internal consumers include future consumers (prospective students), current consumers (enrolled students), past consumers (alumni), and dissatisfied consumers (prior students). External customers are private industry, graduate schools, government, and other nonprofit organizations. Though certain market research scholars might dismiss higher education as an area that does not lend itself to their work, several reasons can be proposed for supporting involvement in this type of research (such as testing theoretical concepts concerning various higher education publics). To be effective, consumer research in higher education must meet several prerequisites (including that it be coordinated, continuous, implemented, and evaluated). Four areas recommended for future research are: (1) the need for market segmentation research, especially concerning nontraditional consumers; (2) a more thorough analysis of the needs of alumni, faculty, and staff and "other publics" of higher education; (3) understanding the unmet needs of the students who drop or stop out; and (4) the apparent need to anticipate future demands of external consumers. Contains 31 references. (SM)

ED 303 225 JC 890 082

Kanter, Martha; McIntyre, Charles
Review of Out-of-State/Out-of-Country Fees.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 89
NOTE- 22p.; Discussed as agenda item number 6 at a meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, March 9-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Cost Estimates; Educational Finance; Educational Policy; *Fees; Foreign Students; *Out of State Students; Place of Residence; *Residence Requirements; State Legislation; Student Costs; *Tuition; Two Year Colleges
IDENTIFIERS- *California

This report provides background information for a statewide review of out-of-state/out-of-country fees charged by California's community colleges. First, introductory comments indicate that the community colleges determine student residency through the dual criteria of physical presence and intent to become a resident. While similar criteria are used by other California colleges, there are substantial differences among institutions in the way nonresident fees are set and levied. Basic state policy on nonresident fees is to charge community college students the current cost of their education, excluding capital costs. The use of legally authorized waivers and exclusions results in fee revenues generally covering nine-tenths of operating costs for these students. Subsequent sections of the report focus on: (1) residency provisions under California law, including a list of the ways specified in the Administrative Code to prove intent to become a resident; (2) determination of nonresident charges; (3) waivers and financial aid; (4) nonresident tuition policies of the University of California and California State University; and (5) comparative information on policies, regulations, and fees in other states, showing that California's nonresident fees are higher than those charged by community colleges in all but 17 states. Concluding remarks on enrollment trends indicate that just over half of the 23,000 nonresident students attending California's community colleges are from other countries. Appendixes present tables showing trends in tuition and enrollments within California and tuition statistics from other states. (AAC)

ED 303 298 RC 016 936

Economic and Community Development Resource Guide for Native Americans.

Association on American Indian Affairs, Inc., New York, N.Y.

PUB DATE- Nov 87

NOTE- 87p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Access to Information; *Alaska Natives; *American Indians; Corporate Support; Databases; Economic Development; *Financial Support; Information Centers; *Information Sources; *Organizations (Groups); Research and Development Centers; *Resource Materials; Small Businesses; Technical Assistance

IDENTIFIERS- Bureau of Indian Affairs; Native Americans

The Association on American Indian Affairs compiled a collection of sources for Native Americans pertaining to economic and community development. Sections included in the resource guide are: (1) information services and sources; (2) computer databases; (3) technical assistance organizations; (4) organizations that support economic development; (5) funding and financial organizations; (6) information and research organizations; (7) miscellaneous organizations; (8) statistical sources; (9) training organizations and services; (10) corporate investigative sources; (11) books and publications; (12) doing business with the Federal Government; (13) small business development centers; (14) small business administration services; (15) selected Bureau of Indian Affairs services; and (16) administration for Native Americans. Sixteen appendices list other sources such as supportive foundations, state agencies, and small business administration offices. Each entry provides a description, address, telephone number, and cost, where appropriate. (KS)

ED 303 327 SE 050 281

Bean, Margaret H., Ed.
Selective Guide to Literature on Computer Engineering. Engineering Literature Guides, Number 1.
American Society for Engineering Education, Washington, D.C.
REPORT NO.- ISBN-0-87823-100-5
PUB DATE- 85
NOTE- 23p.; For other Engineering Literature Guides see ED 295 834, SE 050 279-286.
AVAILABLE FROM- American Society for Engineering Education, 11 Dupont Circle, Suite 200, Washington, DC 20036 ($5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Science; Computer Science; *Computer Science Education; Educational Technology; *Engineering; Engineering Education; Information Networks; *Information Services; Information Systems; *Information Technology

This bibliography covers computer engineering and computer architecture for all sizes of computers. Not covered are areas of mathematical computer science or publications dealing specifically with microcomputers. This document is a survey of information sources in computer engineering and is intended to identify those core resources which can help engineers and librarians to find information about the discipline. Sections include: (1) "Guides to the Literature"; (2) "Bibliographies"; (3) "Indexing and Abstracting Services"; (4) "Databases"; (5) "Dictionaries"; (6) "Encyclopedias"; (7) "Yearbooks and Surveys"; (8) "Handbooks and Manuals"; (9) "General Directories"; (10) "Directories (Equipment)"; (11) "Biographical Directories"; and (12) "Standards and Specifications." (CW)

ED 303 343 SE 050 325

Professional Engineering Handbook.
New York State Education Dept., Albany. Office of the Professions.
PUB DATE- Dec 88
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accrediting Agencies; Certification; *College Science; Engineering Education; *Engineers; Governing Boards; *Licensing Examinations (Professions); Professional Education; *Professional Personnel; *State Licensing Boards; State Standards; *Testing Programs

The ability to practice a profession is earned through educational preparation, experience, the passing of rigorous examinations, and commitment on the part of the practitioner to public service. Responsibilities are carried out by the professional in accordance with ethical standards developed through the years and in accordance with state laws and regulations. Professional practitioners are reminded to be conscious of the special obligations of public service that the privilege of licensure creates. This publication is a reference guide which contains rules, laws, and regulations of the State Department of Education that govern professional engineering practice in New York State. Topics included are: (1) "Professional Regulation in New York State"; (2) "Licensure Requirements" (providing instructions regarding handicapping conditions and fees); (3) "Licensure Forms"; (4) "Education Law" (on provisions, engineering and surveying); (5) "Commissioner's Regulations"; (6) "Rules of the Board of Regents" (dealing with disciplinary proceedings, good morals, and unprofessional conduct); (7) "Listings of Accredited Professional Programs"; (8) "Examination Information"; and (9) "National Council of Engineering Examiners Study Guide Request." Prior to filing an application for licensure, it is the applicant's responsibility to read this guide. Includes forms for requesting a license and registration as a professional engineer. (RT)

ED 303 373 SE 050 364

Educational Technology Center Fifth Year Report.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-88-30
PUB DATE- Nov 88
NOTE- 134p.; Figures and graphs may not reproduce well.
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Computer Assisted Instruction; Computer Simulation; *Computer Uses in Education; Elementary School Science; Elementary Secondary Education; *Learning Strategies; Networks; *Research and Development Centers; *Research Projects; Science Instruction; *Scientific Concepts; Secondary School Mathematics; *Secondary School Science; Teacher Effectiveness; Technology
IDENTIFIERS- *Educational Technology Center MA

The Educational Technology Center (ETC) has devoted the last five years to studying ways of using the computer and other information technologies to teach understanding in science, mathematics, and computing in the nation's elementary and secondary schools. The Center's research has focused on targets of difficulty, topics and concepts that are both central to their disciplines and recognized by teachers and students as difficult to teach and learn. By seeking to apply new technological capabilities at these particular points in the curriculum, they have attempted to make a real difference in the ability of schools to educate students. From the beginning it was realized that making a difference in schools would require a different sort of research and development approach than had previously been tried in science and mathematics education. A framework and five-point focus has become the hallmark of the Center's work: (1) subject matter; (2) student's ideas about subject matter; (3) teaching for understanding; (4) technology; and (5) implementation. This document presents summaries of the work of individual research projects. Work is summarized for the first four years of research and the fifth year is presented and discussed with implications for practice and future research. (MVL)

ED 303 139 IR 013 596

Orndorff, Joseph
A Model Computer Literacy Course.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiovisual Aids; *College Students; Computer Assisted Instruction; *Computer Literacy; Curriculum Design; Databases; Higher Education; *Individualized Instruction; *Instructional Design; Learning Modules; Programing Languages

Designed to address the varied computer skill levels of college students, this proposed computer literacy course would be modular in format, with modules tailored to address various levels of expertise and permit individualized instruction. An introductory module would present both the history and future of computers and computing, followed by an overview of computer hardware, software, and basic concepts and phrases. Students would then be introduced to basic MS-DOS commands, and a closing module would raise issues related to the ethics of computer use, privacy, and the social impact of computers. Other basic modules would introduce students to text processing, spreadsheet and database management, programming languages, and further information on MS-DOS or other operating systems. Advanced modules would be developed as needed. Instruction would be delivered in a variety of ways, including lecture, instructional videotapes, interactive disks, use of a projector tied to a PC, or completely individualized work combined with recitation classes. In order to facilitate the development of such a program, a structure within the institution should be established which includes an advisory committee to plan and implement the program, and a core of faculty, staff and students with computer expertise to develop the program. (EW)

ED 303 154 IR 013 624

Driscoll, Frank

A Perspective on Academic Computing Today.

PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Computer Literacy; *Courseware; Databases; Higher Education; Microcomputers; *Programing; Word Processing
IDENTIFIERS- *Academic Computing; Mainframe Computers; Spreadsheets

This paper explores three components of academic computing--programming, productivity tools, and computer-based education--by reviewing the past, evaluating the present, and considering the future possibilities of the field. It is suggested that the future growth of academic computing depends upon the resolution of a number of issues: (1) overcoming faculty fear of computers; (2) development of courseware authoring systems; (3) recognition of the pedagogical changes that will need to accompany greater use of courseware; and (4) overcoming the fear of faculty of being replaced by education delivered by computer. (EW)

ED 303 254 PS 017 764

Winter, Mildred M.
Parents as Teachers: Beginning at the Beginning.
Missouri Univ., St. Louis. Parents as Teachers National Center.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Nov 88
NOTE- 5p.; Paper presented at the National Conference on Early Childhood Issues: Policy Options in Support of Children and Families (Washington, DC, November 17-18, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Government Role; Infants; *Information Dissemination; *Parent Education; *Parent Participation; Prevention; *Program Development; State Government; State Programs; Toddlers; Underachievement
IDENTIFIERS- Missouri; *Parents as Teachers; *Program Replication

Missouri's Parents as Teachers (PAT) program is a state-funded nontargeted early prevention service that is provided by all 543 school districts in the state. Professional educators involved in the program provide parents with the tools they need to effectively teach and nurture their young children. The PAT curriculum was designed to strengthen the foundations of later learning, language and intellectual development, curiosity, and social skills. In 1985, when pilot project participants who were 3 years old were compared with a matched comparison group, results confirmed the benefits of the program to children and their parents. Based on the success of the pilot project, the PAT program has grown significantly with support of state and local funding. Since 1985, professional staff from the pilot project have trained and credentialed 1,500 parent educators to provide PAT services. Statewide expansion has challenged the program to demonstrate its effectiveness in the inner cities, in migrant communities, and with the rural poor throughout the state. Mounting national and international interest in the program suggests that others agree that the best way to improve elementary education is to strengthen parents' role as their children's first teachers. (RH)

ED 303 312 RC 016 958

Ball, Armand; Ball, Beverly

Basic Camp Management: An Introduction to Camp Administration. Second Edition.

REPORT NO.- ISBN-0-87603-100-9
PUB DATE- 87
NOTE- 148p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($10.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Administrator Responsibility; *Administrator Role; *Camping; *Personnel Management; *Program Administration; Program Budgeting; Program Design; Recruitment; Resource Materials

From its perspective of experience in the field, this book offers practical and specific guidance for successfully managing an organized summer camp. It may also serve as a beginning orientation for potential camp directors, a quick reference for experienced directors, or a text for entry level courses in practical camp administration. This second edition updates materials to the latest version of American Camping Association's national standards manual. Topics include: (1) the camp director's role and responsibilities; (2) program design; (3) recruitment, organization, training, and supervision of staff; (4) recruitment and preparation of campers; (5) site preparation; (6) legal and regulatory matters; (7) operation and supervision of program services and central support services; (8) evaluation of program and staff; (9) finances; and (10) volunteers. Appendices list governmental, international, and national organizational resources. This book contains 239 references for additional reading on administration, aquatics, committees and volunteers, campcraft and outdoor living skills, environmental education, site and facilities, food services, handicrafts, health services, Indian lore and crafts, land sports, music and art, recreational and program activities, religious emphasis, special populations, counseling, staff supervision and training, and winter programs. (SV)

ED 303 404 SO 019 656

Shaping Oregon's Social Studies: A Recommended Scope and Sequence for Oregon Schools.
Oregon Council for the Social Studies, Salem.
PUB DATE- Jul 87
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Development; *Curriculum Design; Elementary School Curriculum; Elementary Secondary Education; *Sequential Approach; *Social Studies; Spiral Curriculum
IDENTIFIERS- *Oregon; *Scope and Sequence (Curriclum)

This scope and sequence document for Oregon schools' social studies curriculum adopts the National Council for the Social Studies (NCSS) Task Force on Scope and Sequence publication as a guideline and is organized by kindergarten through eighth grades and by the required high school courses of U.S. history, economics, government, and global studies. Each grade level or course description contains a scope statement providing the recommended subject matter and a statement of common knowledge (cognitive outcomes) presented as primary and secondary considerations that include political, economic, social, and geographic understandings. The report also includes a slightly modified NCSS Task Force skills statement. The appendices contain: (1) a list of contributors; (2) a list of verbs and their cognitive levels for the common knowledge statements; and (3) a statement about elective courses. (DJC)

ED 303 045 FL 017 788

Fox, Robert
ESL Program Administration in Higher Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 3p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Role; *College Second Language Programs; Curriculum Design; *English (Second Language); Foreign Students; Higher Education; *Program Administration; School Holding Power; Universities
IDENTIFIERS- ERIC Digests

This discussion of the responsibilities of an English as a second language (ESL) program administrator in a university setting focuses on issues in four areas: (1) program; (2) students; (3) faculty; and (4) administration. In the first area, the ESL administrator establishes and maintains the curriculum, decides the combination of components (intensive and non-intensive) and the format (integrated skills or separate skills) the ESL program should have, selects placement tests, decides cut-off scores, and orders initial textbooks. In the second area, the ESL administrator is responsible for the recruitment and retention of students, and for the provision of student services. In the third area, the ESL administrator must hire well-qualified teachers, maintain appropriate salary levels, and provide for professional development to keep morale high. In the final area, the ESL administrator must manage budgetary expenditures, cooperate with other units on campus, and maintain a balance of students within the ESL program. (DJD)

ED 303 170 IR 052 620

LSCA Program Purposes: Needs and Intended Actions. Supplement 1 to Library Service to the People of New York State, October 1, 1988 through September 30, 1993.

New York State Library, Albany.

PUB DATE- Mar 88

NOTE- 26p.; For the report to which this is a supplement, see IR 052 619.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Information Services; Disadvantaged; Federal Programs; Institutional Libraries; *Library Planning; *Library Services; Literacy; Non English Speaking; Older Adults; Physical Disabilities; *Public Libraries; Rural Areas; State Libraries; *State Programs; Visual Impairments

IDENTIFIERS- Library Construction; *Library Services and Construction Act; *New York

Intended as a supplement to New York State's "Library Service to the People of New York State," this report identifies current library needs in New York and recommends actions for meeting those needs through the Library Services and Construction Act (LSCA) program. The focus is on Title I, and objectives and intended actions for public library service in the following program areas are discussed: (1) disadvantaged; (2) blind and physically handicapped; (3) disabled; (4) institutionalized; (5) limited English-speaking ability; (6) elderly; (7) literacy; (8) community information and referral centers; (9) areas with inadequate service; (10) major urban resource libraries; (11) State Library Administrative Agency; and (12) administering the LSCA program. A brief section on Title II covers objectives and intended actions relating to public library construction. (MES)

ED 303 184 IR 052 635

Weinstein, Frances Ruth

Amelia Bedelia in the Library or Effective Communication for Leadership.

PUB DATE- 10 Jul 88
NOTE- 17p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Skills; Decision Making; *Leadership Qualities; *Library Administration; Library Personnel; *Motivation; Needs Assessment; Role Models; *Verbal Communication

This paper discusses ways in which how both formal and informal library leaders can utilize communication principles to persuade, motivate, and build positive employee relations. Noting that effective communication takes time, it is suggested that administrators talk with, not to, individual staff members, and that they (1) use direct eye contact; (2) appear approachable; (3) be cognizant of tone and nonverbal expression in addition to the words being articulated; (4) do not assume communication is taking place on the same wavelengths; (5) repeat/paraphrase what was said in order to clarify; (6) be empathetic; (7) follow up on interactions; (8) offer and solicit feedback; and (9) do not mainstream without giving a rational reason. In addition to individual communication encounters with staff members, it is recommended that the library leader meet regularly with departmental and branch staff in informational meetings and focus groups to encourage communication flow on those levels. The paper concludes with a discussion of the primary responsibilities of the library director, which are identified as the development and maintenance of trust among staff; absorption of stress; giving credit to staff; serving as a role model; keeping negative occurrences in their proper perspective; recognizing the importance of each staff position; involving staff in the decision-making process affecting their area of job responsibility; and being flexible. (CGD)

ED 303 239 PS 017 701

Roberts, Clare; Pratt, Chris
The Reliability and Validity of a Scale To Measure Teachers' Attitudes toward Integration, in an Australian Context.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Construct Validity; Disabilities; Elementary Education; Elementary School Teachers; *Factor Structure; Foreign Countries; *Mainstreaming; *Reliability; *Teacher Attitudes
IDENTIFIERS- *Australia

This paper investigated the reliability and construct validity of a 30-item scale in measuring the attitudes of teachers in Australia toward the integration of handicapped children into regular schools. The Attitude Toward Mainstreaming Scale, which was designed by Larrivee and Cook (1979), has been used in evaluation studies in the United Sates and Australia. While the scale has been shown to be reliable, results concerning the factor structure of the scale have differed. In the present study, responses of a sample of 301 primary school staff were factor analysed to determine the scale's factorial validity. The scale was found to have an underlying conceptual framework of five factors, which could be used to investigate various aspects of a teacher's attitude toward integration. Factors were: (1) general philosophy of integration; (2) teacher expertise; (3) demands on teacher time; (4) academic expectations; and (5) behavioral expectations. The psychometric characteristics of the scale indicate that it is both reliable and factorially valid in an Australian context, and that it is valid to make comparisons between American and Australian data using the scale. (Author/RH)

ED 303 269 PS 017 786

Hale-Benson, Janice
Visions for Children: African American Early Childhood Education Program.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Education; Black Youth; Comparative Analysis; *Cultural Education; Early Childhood Education; *Preschool Curriculum; *Preschool Education; Program Descriptions; *Program Effectiveness; Program Evaluation; *Teaching Methods
IDENTIFIERS- *Visions for Children

The features of an early childhood education demonstration program, Visions for Children, are delineated in this paper. The program was designed to facilitate the intellectual development, boost the academic achievement, and enhance the self-concepts of African-American preschool children. The program implements a curriculum that focuses on language and communication skills, cognitive skills, mathematical concepts, positive self-concept, positive attitudes toward learning, Afro-American and African studies, literacy, psychomotor skills, computer skills, and cultural arts. Features of the model include high affective support, self-concept development, creative expression, and consideration of the politics of holidays. Teaching strategies include body language, use of standard English, use of equal talking time, enrichment of interactions with adults and peers, and use of music in class. A longitudinal, continuing study of the cognitive effects of the program during its first two years indicated that program participants scored higher on six tests during phase 1 than did matched subjects attending a high quality early childhood education center. Control group children scored higher on two tests, and no significant differences were found on nine tests. During phase 2, neither group scored higher than the other on any tests. (RH)

ED 303 284 RC 016 821

Clements, Susan

The Broken Hoop.

PUB DATE- 88

NOTE- 27p.; Some of the poems first appeared in these publications: Footwork; A Nation Within, an Anthology of Native American Poetry (Outrigger); Poet and Critic; Whispering Wind; Arizona Quarterly;

Anthology of Magazine Verse and Yearbook of American Poetry; Zone; and Croton Review.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Creative Works (Literary and Dramatic) (030) Collected Works - Serials (022)

DESCRIPTORS- *American Indian Literature; *American Indians; *Creative Writing; Cultural Images; Folk Culture; *Poetry

This publication contains 17 poems that portray experiences of the Native American poet. American Indian images and symbols are combined in these poems: (1) "Grace"; (2) "Bowl With Splatter-Painted Hand"; (3) "Turtle"; (4) "Poem for a Newborn Niece"; (5) "Willowemoc"; (6) "The Vision-Hunter Dies in the Rain"; (7) "At the Top of the Fire Tower in Winter"; (8) "In the Suburbs of Summer"; (9) "Stepchild"; (10) "Dakota"; (11) "The Vision-Hunter Meets a Fellow Vision-Hunter"; (12) "Chenango"; (13) "New Year"; (14) "Snow Fight"; (15) "The Buffalo at Ross Park Zoo"; (16) "Nursing Home Room"; and (17) "Snow Country". (ALL)

ED 303 359 SE 050 345

Gimmestad, Beverly; And Others
A Potpourri of Pascal Programs.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 37p.; From a summer workshop entitled "Copper Country Mathematics and Computer Science Teachers Workshop." Drawings may not reproduce well.
GRANT- NSF-DPE-8470653
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Computer Graphics; *Computer Software; High Schools; Mathematical Applications; *Mathematical Enrichment; Mathematical Logic; Mathematics Materials; Mathematics Skills; *Mathematics Teachers; *Programing Languages; *Secondary School Mathematics
IDENTIFIERS- IBM PC XT; *PASCAL Programing Language

This is a collection of Pascal programs that were developed for a 1986 National Science Foundation-sponsored high school teachers' summer workshop. The programs can be used as a means of extending or enriching textbook material in either high school mathematics or Pascal courses. Some suggested uses are: (1) teacher demonstrations in mathematics classes; (2) programs for student use in mathematics classes; and (3) student assignments in a mathematics or Pascal course. The topics which are addressed in the Pascal programs come from a variety of mathematical areas: algebra, trigonometry, discrete mathematics, number theory, mathematical modeling, and numerical algorithms. Generally speaking, the programs are quite short and the programming level is appropriate for the average high school student who is enrolled in a Pascal course or who has completed such a course. The appendix contains standard types and procedures used by graphics programs written for use with Turbo Pascal on the IBM PC, including Cleargraphics, Graphicson, Graphicsoff, Plotpoint, Smoothplot, Drawline, PlotGeneral, DrawlineGeneral, DrawCircleGeneral, plotaxes, ConvertToPolar, and Rotate. (YP)

ED 303 389 SO 019 621

Herman, Joan L.; Burry, James

The Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports.

California Univ., Los Angeles. Center for the Study of Evaluation.

PUB DATE- 88

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; *Citizenship Responsibility; Communication Skills; *Disadvantaged Youth; Extracurricular Activities; High Schools; *Leadership Training; *Public Service; *Student Participation; Student Reaction; Youth Programs

IDENTIFIERS- California (Los Angeles); *Constitutional Rights Foundation; *Youth Community Service

The primary purpose of the Constitutional Rights Foundation's Youth Community Service (YCS) program is to give disadvantaged high school students the opportunity to develop leadership, communication, and other skills to design, organize, and implement community service. This evaluation of the Los Angeles (California) YCS program examines: (1) who participates; (2) how the program operates; and (3) to what extent the program achieves its intended effects. Through a series of questionnaires, observations, and interviews, the evaluation finds that YCS is an effective program for its participants and specifically: (1) all 22 schools with YCS programs have successfully planned and implemented projects; (2) participants consistently rate the organization and its events highly; and (3) the development of leadership ability, interaction skills, and a sense of responsibility have grown steadily in the participants. Some suggested areas for further inquiry include the effect of the program on the students' school performance and why some school programs achieve greater success than others. Seventeen tables are included. (DJC)

ED 303 419 SP 029 497

Making Teaching a Major Profession. Recommendations of the Joint Task Force on Teacher Preparation.

Massachusetts State Board of Education, Boston.; Massachusetts State Board of Regents of Higher Education, Boston.

PUB DATE- Oct 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *General Education; *Graduate Study; Higher Education; *Masters Degrees; Mentors; Preservice Teacher Education; Schools of Education; *Teacher Certification; *Teacher Education Curriculum; Theory Practice Relationship

This report proposes fundamental changes in teacher preparation for both the public and independent colleges and universities in Massachusetts. The new recommended model creates two stages for teacher certification. The provisional credential would normally be awarded at the end of undergraduate preparation and would be valid for 5 years. The education major as it has been known would be replaced with a liberal arts or sciences major or, in some cases, an approved interdisciplinary major. Along with this, the undergraduate program for all future teachers must include a strong general education core. Prior to beginning to teach as a provisional teacher, a prospective teacher must study pedagogy, including child development and classroom management and must have at least 150 hours of supervised in-school experience. Prior to full certification, a prospective teacher must earn a masters degree. This would involve appropriate specialization in grade level, a specialized field such as bilingual education or special education, or in a subject matter specialization for a high school teacher. The masters degree would have to be earned by the provisional teacher while employed in a school and with the support and supervision of a mentor teacher as well as education and liberal arts faculty members from the college or university. (JD)

ED 303 436 SP 030 854

Marrett, Cora; Kim, Gyu-Won
The Organizational Context of Higher Order Thinking.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 39p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Abstract Reasoning; Academic Achievement; *Cognitive Development; *Cognitive Processes; Concept Formation; *Interaction Process Analysis; Learning Processes; *Peer Groups; Secondary Education; Secondary School Students
IDENTIFIERS- *Higher Order Skills; *Thinking Skills

Over the past several years, one study after another has uncovered a positive relationship between interpersonal interaction and individual achievement. According to a handful of these studies, interaction is more effective than are individually-based strategies for promoting reasoning. We give our attention here to the link that possibly exists between interactional processes and the development in secondary school students of complex, non-algorithmic ways of thought. Concretely, we aim to: (1) identify the characteristics of classroom interaction that should bear most directly on the kind of thinking one would find among students in the classroom; (2) describe the context within which the given characteristics can evolve and thrive; and (3) indicate the issues deserving more systematic study, if we are to understand the context of complex thinking. (Author)

ED 303 059   HE 021 869

Van Tol, Joan E., Ed.
Sexual Harassment on Campus: A Legal Compendium.
National Association of Coll. and Univ. Attorneys, Washington, D.C.
PUB DATE- 88
NOTE- 193p.
AVAILABLE FROM- National Association of College and University Attorneys (NACUA), One Dupont Circle, N.W., Suite 620, Washington, DC 20036 ($19.50 prepaid; $22.50 with purchase order).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Policy; Administrative Problems; College Administration; College Role; Court Litigation; Grievance Procedures; Guidelines; Higher Education; *Legal Problems; *Legal Responsibility; Policy Formation; Position Papers; *Sexual Harassment
IDENTIFIERS- American Association of University Professors; American Council on Education; Harvard University MA; University of Iowa; University of North Carolina Charlotte

Law review and journal articles on sexual harassment in higher education are presented along with policies and procedures from selected universities and organizations, guidance on drafting policies, and a selected bibliography. The following law review and journal articles are presented: "Recent Legal Developments in Sexual Harassment" (Elsa Kircher Cole); "The Supreme Court--Leading Cases" (excerpt from the Harvard Law Review); "Sexual Harassment in Higher Education: An Assessment Study" (Nancy Maihoff and Linda Forrest); "Sexual Harassment on Campus: An Institutional Response" (Arlene Metha and Joanne Nigg); "Activism, Research, and Policy: Sexual Harassment" (Sue A. Blanshan); "Implementing a Sexual Harassment Program at a Large University" (Lou Anna K. Simon and Linda Forrest); "Establishing an Informal Grievance Procedure for Cases of Sexual Harassment of Students" (Phyliss M. Meek and Ann Q. Lynch); and "Consensual Amorous Relationships between Faculty and Students: Policy Implications and the Constitutional Right to Privacy" (Elisabeth A. Keller). Sample statements and policies are provided from Harvard University Faculty of Arts and Sciences, University of Iowa, University of North Carolina at Charlotte, American Council on Education, and American Association of University Professors. The following articles and resources are also included: "To Draft a More Perfect Policy: The Development of the University of Iowa's Sexual Harassment Policy" (Mary Jo Small and Julia Mears); three outlines from NACUA ("Recent Developments in Sexual Harassment," by Elsa Kircher Cole; "Sex Discrimination: Preventing and Defending Sexual Harassment Cases," by Steven G. Olswang; and "Legal Considerations in Drafting Sexual Harassment Policies for Public Universities," by Thomas R. Trager); and a selected bibliography that contains 66 references of materials on sexual harassment, prepared by Joan E. Van Tol. (KM)

ED 303 155 IR 013 625

Waugh, Michael; And Others
Problem Solving Interactions on Electronic Networks.

PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Computer Networks; Environmental Education; Foreign Countries; Global Approach; Higher Education; *Instructional Design; Instructional Innovation; Interaction; *Learning Activities; *Problem Solving; Water Resources
IDENTIFIERS- InterCultural Learning Network

Arguing that electronic networking provides a medium which is qualitatively superior to the traditional classroom for conducting certain types of problem solving exercises, this paper details the Water Problem Solving Project, which was conducted on the InterCultural Learning Network in 1985 and 1986 with students from the United States, Mexico, Japan, and Israel. The paper begins by explaining the problem solving strategy used, which is referred to as receiver site transfer, and points out that it shifts the emphasis from attempts to brainstorm possible new solutions for a local problem to comparing and analyzing solutions to similar problems in other locations, and attempting to adapt those solutions to fit the local situation. Results obtained from analyses of the message interactions which occurred during the project are then presented for each of four analytical techniques, i.e., InterMessage analysis, Message Flow analysis, Message Act analysis, and Semantic Trace analysis. Network versus face-to-face interactions in the classroom are compared, and the advantages of using an electronic network as a medium for students to conduct problem solving activities are discussed. Several other types of projects that would be appropriate for the receiver site transfer technique are discussed, and three other problem-solving strategies that have been used in network-based activities are briefly described. The text is supplemented by four figures and one table, and a 14-item bibliography is provided. (EW)

ED 303 198 JC 890 052

Heard, Frank B.
The Development of an Articulation Model between Shelby State Community College and Two Comprehensive State Universities.
PUB DATE- Feb 89
NOTE- 107p.; Ed.D. Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Curriculum; College Transfer Students; Community Colleges; *General Education; *Intercollegiate Cooperation; Models; Policy Formation; Postsecondary Education; State Universities; *Transfer Policy; Two Year Colleges

A study was conducted to devise a model for articulation between Shelby State Community College (SSCC), Memphis State University (MSU), and Tennessee State University (TSU). The study employed a literature review, case studies of all three institutions, a cross-case analysis, and interviews with personnel from MSU, TSU, and SSCC. The study sought to identify community college programs and courses that paralleled those of the state universities; differences and commonalities in the colleges' general education core curricula; and duplication of course content in university general education and community college-university parallel programs. Other research questions concerned other states' solutions to the articulation problem, and the establishment of a uniform articulation process. Based on study findings, an articulation model was created, including a common general education core curriculum for the Associate of Arts and Science and the Bachelor of Arts and Science degrees. The model also provides for a common course numbering system that facilitates use of standardized student information systems software, a definition of plus-two articulation, and provisions that students with associate degrees from the state's two-year colleges be fully admitted to its universities as juniors. Contains 57 references. (AJL)

ED 303 212   JC 890 069

Purdy, Jeanette J.
The Development of a Competency-Based Vocational Articulation Program between Mercer County Community College and Four Secondary Schools.
PUB DATE- Aug 85
NOTE- 113p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Competency Based Education; Course Objectives; Evaluation Methods; High Schools; *Minimum Competencies; *Minimum Competency Testing; *Office Occupations Education; Shorthand; Task Analysis; Two Year Colleges; Typewriting; Vocational Education

The purpose of the practicum described in this report was to develop a competency-based vocational articulation pilot project between Mercer County Community College (MCCC) located in Trenton, New Jersey, and four secondary schools for three subjects: Typewriting I and II, Stenography I and II, and Office Procedures. Chapters I and II provide an introduction to the minimum competency movement and background information on MCCC and the need for improved articulation between the college and local high schools to reduce curricular duplication. After chapter III reviews the literature on competency-based education, chapter IV discusses: (1) the processes involved in developing competency-based objectives; (2) the evaluation of minimum competencies using criterion-referenced tests based on industry standards; (3) the standards developed by MCCC's Division of Vocational Education to assure the use of competency-based objectives and evaluation methods; and (4) systems for documenting achievement. Chapter V provides lists of the required skills and performance objectives, along with competency tests for each vocational subject. Chapter VI briefly reviews the procedures and methods used to develop the articulation program, and chapter VII summarizes results. Finally, chapter VIII presents a summary, implications, and recommendations. Appendixes contain articulation agreements and sample competency tests. (AAC)

Meznek, James; Wilson, Al
Recommendations for Reducing the Default Rate in the Guaranteed Student Loan Program.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 89
NOTE- 30p.; Discussed as agenda item number 11 at a meeting of the Board of Governors of the California Community Colleges (Los Angeles, CA, March 9-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Banking; Community Colleges; Educational Legislation; *Loan Repayment; Policy Formation; State Action; State Legislation; *Student Financial Aid; *Student Loan Programs; Student Responsibility; Two Year Colleges; Two Year College Students; Work Study Programs
IDENTIFIERS- *California

A series of recommendations is presented for reducing default rates in the Guaranteed Student Loan (GSL) program. First, a summary is provided of trends toward the increasing dependence of students on loans to finance their college education and the large and growing default rate among borrowers. Next, four issues are discussed: Should lenders bear greater responsibility for the GSL default problem? Should educational institutions be held accountable for the default rates of their students? Should educational institutions be given a role in deciding who can borrow? And, are there alternatives for providing aid to some high-risk students? Following analyses of these issues, recommendations and proposals are put forth, calling for: (1) the assignment of increased accountability to GSL lenders by requiring, for example, lenders to perform pre-loan counseling related to the cost of borrowing, repayment obligations, and the consequences of defaulting on a loan; (2) increasing the authority of colleges to determine whether students should be permitted to enter into a loan agreement by authorizing them to assign a risk-factor rating to applicants and allowing them greater discretion in certifying loan applications; and (3) increasing the effectiveness of work-study programs as an alternative to loans for low-income students. The recommendations of the Financial Aid Policy Task Force are appended. (AJL)

ED 303 328 SE 050 282

Rousseau, Rosemary, Comp.
Selective Guide to Literature on Computer Science. Engineering Literature Guides, Number 3.
American Society for Engineering Education, Washington, D.C.
REPORT NO.- ISBN-0-87823-103-X
PUB DATE- 85
NOTE- 21p.; For other Engineering Literature Guides see ED 295 834, SE 050 279-286.
AVAILABLE FROM- American Society for Engineering Education, 11 Dupont Circle, Suite 200, Washington, DC 20036 ($5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Science; Computer Science; *Computer Science Education; Educational Technology; *Engineering; Engineering Education; Information Networks; *Information Services; Information Systems; *Information Technology

With new developments constantly occurring in computer science, it is difficult for anyone to keep up with the changes and the material being published in the field. This document is a survey of information sources in computer science and is intended to identify those core resources which can help engineers and librarians to find information about the discipline. Sections include: (1) "Guides to the Literature"; (2) "Bibliographies"; (3) "Indexing and Abstracting Services"; (4) "Computer Databases"; (5) "Dictionaries"; (6) "Encyclopedias"; (7) "Yearbooks and Surveys"; (8) "Handbooks and Manuals"; (9) "General Directories"; (10) "Product Directories"; (11) "Biographical Directories"; and (12) "Standards and Specifications." (CW)

ED 303 405 SO 019 669

The Constitution: Experiencing Democracy. A Curriculum Guide for Elementary Schools.

Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.

SPONS. AGENCY- Colorado State Dept. of Education, Denver.; Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 87
NOTE- 534p.
AVAILABLE FROM- Curriculum and Instruction Project, Colorado Department of Education, 201 East Colfax, Denver, CO 80203.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; Constitutional Law; *Democracy; Democratic Values; Elementary Education; Elementary School Curriculum; *Interdisciplinary Approach; Law Related Education; Learning Activities; Lesson Plans; Resource Units; *Social Studies; State Curriculum Guides; *United States History; Units of Study
IDENTIFIERS- *United States Constitution

The purpose of this Colorado state curriculum guide is to involve elementary school students in meaningful experiences about the U.S. Constitution and to promote democracy, democratic values, and citizenship education in elementary schools. This document provides an interdisciplinary approach to teaching about the Constitution through lessons in history, government, geography, economics, mock trials, language arts, literature, foreign language, humanities, mathematics, science, art, music, and physical education. Specific lesson plans, learning activities, and student handouts are included. Lesson plans contain: (1) intended grade levels; (2) objectives; and (3) required materials. Drawings and a 48-page bibliography are included. (JHP)

ED 303 046 FL 017 789

Hudelson, Sarah
Children's Writing in ESL. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 3p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Children; *Classroom Techniques; Elementary Education; *English (Second Language); Second Language Instruction; *Writing Instruction; *Writing Skills
IDENTIFIERS- Dialogue Journals; ERIC Digests

Research has found that the process of writing is similar for both first and second language learners. Therefore, several conclusions can be drawn about writing development in English-as-a-second-language (ESL) children, including: (1) ESL learners can write and can create meaning, while they are learning English; (2) ESL learners can respond to the works of others; and (3) classroom environment has a significant impact on ESL children's development as writers. Teachers, therefore, need to provide opportunities during class for ESL children to use writing to carry out tasks that are meaningful to them, e.g., keeping a diary or journal. Assessment should be based on daily classroom activities and may include keeping writing folders with all of each student's work. Resource organizations are cited and references are given. (DJD)

ED 303 072 HE 022 092

Thomas, Salley J.
Out of the Kitchen: The Transformation of Teachers College, Columbia University, 1913-1933. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *Educational History; *Equal Education; *Equal Opportunities (Jobs); Higher Education; Private Colleges; Professional Education; *Sex Bias; Sex Discrimination; Sex Role; Teachers; Vocational Education; *Women Faculty
IDENTIFIERS- *ASHE Annual Meeting; *Columbia University NY Teachers College

A portion of American history (1880-1930) in which institutional sex discrimination was strong is discussed with focus on Teachers College, Columbia University, which became a major center for training teachers and school administrators. Though it became known as the world's foremost education institution, its history reflects the institutionalization of sex bias in the staffing of all educational levels. Three themes are reflected: (1) the significant leadership of earlier values centering on philanthropy and service became relegated to minor roles; (2) the newly created institutional structures systematically segregated and devalued those roles and those who filled them; and (3) those deemed minor players were denied resources, advancement opportunities, and societal influences offered to the increasingly dominant scientific professionals. Women philanthropists founded the college to train young women for work as house servants, but subsequent male leaders focused on educating mainly men for professional school leadership.

The college formalized its two-school structure with its School of Practical Arts and School of Education. Although there was unequal treatment of women and men faculty in terms of salary, power, and prestige, in 1927-28, the college began to appoint women holding doctorates nearly as often as their male counterparts to prestigious positions. As this occurred, it became obvious that the two-school structure was dysfunctional. Early traces of today's problems in education can be seen in the definitions of male/female role as practiced at Teachers College. Contains 18 graphs. (SM)

ED 303 098 HE 022 118

Baldwin, Roger G.
Faculty Vitality in "Different Worlds": The View from Three Academic Areas. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *Career Development; College Faculty; *Faculty College Relationship; General Education; Higher Education; Liberal Arts; *Productivity; *Professors; Success; Teacher Role
IDENTIFIERS- *ASHE Annual Meeting; *Faculty Vitality

The professional lives of "vital" professors in the areas of arts and humanities, mathematics and natural sciences, and the social sciences are examined, and common and subject-area specific factors (such as attributes, activities, and sources of support) closely associated with faculty vitality are identified. Subjects were chosen from four private higher education institutions in the southeastern United States. Only full professors beyond all the formal structural hurdles of the academic profession were eligible to participate, and 50 were interviewed. Findings are discussed in terms of primary professional interests and strengths, time committed to faculty roles, faculty activities and achievements, sources of satisfaction and dissatisfaction, staying up-to-date, factors influencing professional success, role diversification, and short-term professional goals. Results indicate that vital professors in liberal arts colleges share a common professional profile, and they view teaching as their primary interest, responsibility, and professional strength. Steps small colleges can take to promote faculty vitality are: (1) encourage them to revise and expand their professional roles, (2) be sensitive to subtle differences among the major academic fields, and (3) recognize that some fields may automatically be more resource and opportunity rich than others. An appendix presents a description of vital professors. Eleven tables and 16 references are included. (SM)

ED 303 099 HE 022 119

ED 303 111 HE 022 138

University of Nevada System Enrollment Report Fall 1988.
Nevada Univ. System, Reno.
PUB DATE- Nov 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; Educational Trends; Enrollment Projections; *Enrollment Trends; Females; Full Time Equivalency; Full Time Students; Higher Education; Minority Groups; Part Time Students; State Surveys; State Universities
IDENTIFIERS- *University of Nevada System

Statistical information on enrollment in the University of Nevada System (UNS) is presented, showing growth for the fourth consecutive year. All six campuses report increases in full-time equivalent (FTE) students for the fall 1988 semester. Overall, the FTE enrollment for the system is 26,652, which represents an increase of 8.6% from the fall 1987 semester. The system currently serves 56,246 students, an increase of 5.8% over the number enrolled in fall 1987. For the first time in 3 years, the percentage of full-time students has increased, mainly because of an increase in the percentage of full-time students at community colleges. The percentage of women enrolled has decreased slightly from 1987, but the percentage of minority students has increased. Of all UNS students in the fall of 1988, 84.6% are white and 15.4% are minority. Seventy percent of UNS students are part-time, 51% of university students are part-time, and 89% of community college students are part-time. In the 10 years between 1976 and 1986, Nevada led the 13 western states in rate of change in enrollment. For the second consecutive year, FTE enrollment has grown at a faster rate than headcount enrollment. Nevada is one of four western states with projected increases in the number of high school graduates between 1989-90 and 1992-93. (SM)

ED 303 126 HE 022 155

Taylor, Thomas E.
Organizing University Marketing.
PUB DATE- Oct 88
NOTE- 20p.; Presented at the Conference on Teaching Adults: Myths and Realities (Cincinnati, OH, October 7-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; Administration; Adult Education; Business; College Students; Consumer Economics; *Educational Demand; *Educational Supply; *Enrollment Trends; Higher Education; *Institutional Survival; *Management Development; *Marketing; Nonprofit Organizations; Problem Solving
IDENTIFIERS- *Market Research

During a period of projected declining enrollments some years ago, colleges and universities began looking to business and industry for models and methods to achieve stability and exhibit accountability. Zero-based budgeting, computerized record keeping, and planned-programmed-budgeting systems found their way to college campuses. A trend to import key collegiate administrators from business rather than letting them rise through the ranks of faculty began, and there is now widespread evidence of marketing and its tendency to regard the university as a complex science industry in need of modern management techniques. Because the traditional 18- to 22-year-old student population is decreasing, colleges are seeking ways to bolster enrollments and embrace the concept of marketing. The meanings of marketing and nonprofit organizations (such as universities) are discussed. Topics of discussion include higher education and the world of nonprofit organizations, marketing and its application to nonprofit organizations, limitations of marketing, and the uses of marketing in higher education. A change in "people mix" represents a new challenge within the marketing environment for colleges and universities with a surge in 25- to 44-year-olds. Attention must be directed to the older, nontraditional age groups if higher education wishes to maintain a pattern of growth. Even through adults are coming back to campuses in larger and larger numbers, many are still finding other environments for learning more compatible with their needs. Therefore, new and flexible tools for creative marketing are needed. Contains 10 references. (SM)

ED 303 140 IR 013 597

New Technologies in the 1990s: A Socio-Economic Strategy. Conclusions and Recommendations of a Group of Experts on the Social Aspects of New Technologies.

Organisation for Economic Cooperation and Development, Paris (France).

PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Developing Nations; Educational Planning; Employment Opportunities; Foreign Countries; Global Approach; Higher Education; Industrialization; Information Dissemination; *Information Technology; Management Systems; *Needs Assessment; *Policy Formation; Productivity; Research and Development; *Socioeconomic Influences; *Technological Advancement
IDENTIFIERS- Flexibility (Attitude); *Strategic Planning

Focusing on the social aspects of new technologies, this report presents the conclusions drawn and recommendations made by a group of individual experts with wide experience in industry, labor relations, academia, or public service, who were charged with examining the potential importance of the new technologies for growth, jobs, and welfare, and reporting on their national and international implications both for employment and for society. The report examines nine complex and controversial issues dealing with technological change as a social process: (1) the need for a socioeconomic strategy for new technologies; (2) elements of the strategy; (3) flexibility in the enterprise; (4) a responsive education system; (5) the creation of more opportunities; (6) increasing the flow of investment; (7) expanding the markets--international aspects of the strategy; (8) a new pattern of research, development, and design; and (9) the role of constructive technology assessment. Discussions of these issues take into account economic as well as social and human factors, and pay attention to the increasingly interdependent nature of the global economy in terms of dealing with policy issues. Following the analysis of each issue a unanimously agreed upon recommendation is offered. These recommendations call for action by a wider range of governmental and non-governmental groups, including policy makers and other authorities. (CGD)

ED 303 240 PS 017 702

Roberts, Clare; Pratt, Chris
The Attitude of Primary School Staff toward the Integration of Mildly Handicapped Children.
PUB DATE- 87
NOTE- 23p.; In Bartnik, E. A., Lewis, G. M., and O'Connor, P. A. Technology, Resources and Consumer Outcomes: Proceedings of the Twenty-Third National Conference of the Australian Society for the Study of Intellectual Disability. Perth, Western Australia, P. E. Publications, 1987.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Class Size; Disabilities; Elementary Education; Foreign Countries; *Institutional Characteristics; *Mainstreaming; *Mild Mental Retardation; Negative Attitudes; Success; *Teacher Attitudes; *Teacher Characteristics
IDENTIFIERS- *Australia

Investigated were: (1) attitudes of school staff in Western Australia toward the integration of children with intellectual handicaps into regular classrooms; and (2) relationships between staff attitudes and institutional variables. School staff included regular classroom teachers, special education teachers, teachers' assistants, and principals. Institutional variables included grade level, class size, years of teaching experience, years of experience teaching special needs children, perceived level of success in teaching special needs children, and type of school. A three-part questionnaire was completed by 317 staff members from 18 regular state primary schools and attached educational support centers. The questionnaire consisted of a 30-item attitude scale, a question assessing agreement or disagreement with the concept of integrating special needs children into regular classrooms, and six questions concerning respondents' school role and institutional variables. Results of the attitude scale indicated that the attitudes of school staff toward integration in Western Australian primary schools were, in general, not positive. Class size and perception of success were found to have implications for the implementation of integration programs and attitude change. (RH)

ED 303 255   PS 017 765

Jorde-Bloom, Paula
The Training and Qualifications of Child Care Center Directors.
PUB DATE- 17 Nov 88
NOTE- 28p.; Paper presented at the National Conference on Early Childhood Issues: Policy Options in Support of Children and Families (Washington, DC, November 17-18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; Administrators; *Day Care Centers; Early Childhood Education; Educational Improvement; *Educational Policy; *Educational Quality; Profiles
IDENTIFIERS- *State Regulation

This paper provides an overview of many issues related to the training and qualifications of early childhood center directors. The overview first covers competencies needed for effective center administration in the areas of: (1) organization and leadership; (2) child development and early childhood programing; (3) fiscal and legal issues; and (4) board, parent, and community relations.

Subsequent discussion summarizes state regulations that govern minimum qualifications, and presents a profile of predominant characteristics of early childhood center directors. Also considered are the link between qualifications of directors and indices of program quality, and policy implications of increasing minimum qualifications. In addition, the paper provides a rationale for increasing the requisite skill and knowledge base of center directors, and details the economic and social ramifications of implementing such policies. It is concluded that the manner in which states respond will not only affect the quality of program services provided in the future, but also the ability of the field to attract and retain competent and dedicated professionals. A list of references is included. (RH)

ED 303 270 PS 017 788

Wardle, Francis

Supporting Individual Differences in the Classroom.

PUB DATE- Oct 88
NOTE- 23p.; Paper sponsored by the Black/White Task Force and Child Care Services, Inc. and presented in Shreveport, LA, October 8, 1988.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Rights; Concept Formation; Disabilities; Early Childhood Education; Guidelines; *Individual Differences; Minority Groups; *Racial Differences; *Self Concept; Sex Differences; Teacher Responsibility; *Teacher Role; *Values; Young Children

Child caregivers should not answer children's questions in ways that enable children to create stereotypical categories. Because children are aware of differences among the peers and the adults they encounter, children's questions must be answered accurately and in a developmentally appropriate way. When questions about individual difference arise, caregivers should assign no value to any difference. Societal values that prefer one difference over another--for example, white over black, rich over poor, male over female--stand in opposition to each child's right to full self-concept development. Because teachers are the central value transmitters in the classroom, they must support the individual differences of each child by examining their own fears, uncertainties, prejudices, and limitations. They must then honestly confront themselves when they fail to support a child that is different. Four dimensions of individual difference are discussed: gender, biracial children, handicapped children, and minority children. For each difference, three issues are addressed: (1) what the teacher needs to know about the difference; (2) how the teacher should support the difference in the classroom and child care center; and (3) how the teacher should work with parents to support children with the difference. (RH)

ED 303 285 RC 016 842

Junqueira, Carmen; Mindlin, Betty
The Aripuana Park and the Polonoroeste Programme. IWGIA Document No. 59.
International Work Group for Indigenous Affairs, Copenhagen (Denmark).
PUB DATE- Jul 87
NOTE- 113p.
AVAILABLE FROM- International Secretariat, IWGIA, Fiolstrade 10, DK 1171 Copenhagen K, Denmark.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; Disease Control; Economic Change; Foreign Countries; Immunization Programs; *Indigenous Populations; *Land Settlement; *Latin Americans; Lumber Industry; Mining; Road Construction
IDENTIFIERS- *Brazil

The Polonoroeste program is a World Bank-funded colonization project in central Brazil. This document looks at the indigenous peoples of the Aripuana Park which lies in the path of the development plan. The main objective of the $1.5 billion project is to pave a highway from Cuiaba to Porto Velho. The project consists of the highway, colonization projects, health facilities, and a component for the protection of the Indians. While in the 1960s the forest Indians still lived in relative isolation, the present day consequences of the project include: (1) invasions of lands by colonists, companies, mining concerns and lumberers; (2) the political pressures impeding demarcation of Indian lands; (3) the reduction of indigenous territory and its division by highways, hydroelectric schemes, and mining activities; and (4) increased mortality rates due to the spread of malaria, tuberculosis, influenza, and changes in the patterns of nutrition and hygiene. Attempts to provide health services and education are unsuccessful due to improper administration, unqualified personnel, and lack of knowledge of the Indian culture. Disagreements over land result in the massacre of Indians and the deaths of many invaders. Recommendations for more efficient and sensitive methods of accomplishing the goals of the program are described throughout. Sixty-two references are listed, most in Portuguese. (KS)

ED 303 299 RC 016 937

Fletcher, Richard K. Jr.; And Others
Strategies and Effectiveness of Rural Schools/University Collaborations.
Tennessee Technological Univ., Cookeville. Rural Education Research and Service Consortium.
PUB DATE- Sep 88
NOTE- 68p.; Paper presented at the National Rural Education Association Conference (80th, Bismarck, ND, September 24-28, 1988). For related document, see ED 289 639.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Research; Elementary Secondary Education; *Regional Characteristics; Rural Education; *Rural Schools; *School Effectiveness; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Good Schools Project (Kappa Delta Pi); *Tennessee (Upper Cumberland)

This paper presents the findings of a study of the effectiveness of collaboration between the Rural Education Research and Service Consortium at Tennessee Technological University and rural schools in its service area. The study uses the instrumentation and research design of the Good Schools Project (GSP) initiated by Kappa Delta Pi in 1984. Baseline data collected in 1986 using the GSP structure are compared to data collected in spring 1988. Data were gathered by the consortium and analyzed in 11 conceptual dimensions: demographics, curriculum perspectives, goal attainment, classroom practices, interpersonal relations, commitment, discipline and safety, support services and facilities, decision-making, history, and achievement scores. Between the time of the baseline data collection and the spring of 1988, strategies directed at areas of indicated weaknesses were implemented in 12 of the 40 schools from which baseline data were collected. This research report discusses both positive and negative changes. The 1988 sample included 9 of 40 schools used in the 1986 study. Numerous tables present the percentages of responses for the GSP sample, the Middle Tennessee Region 1986 sample, and the Middle Tennessee Region 1988 sample. The chi square test is reported on the tables. The report concludes that, although the study was originally designed to measure the impact of collaboration on rural school effectiveness, it has become instead a measure of the impact of state mandates and principal leadership on rural schools. (ALL)

ED 303 313 RC 016 959

Ball, Armand, Ed.; Ball, Beverly, Ed.
Site and Facilities: A Resource Book for Camps.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-107-6
PUB DATE- 87
NOTE- 96p.
AVAILABLE FROM- American Camping Association, Bradford Wood, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Buildings; *Camping; Conservation (Environment); Construction Management; *Energy Management; *Facility Planning; Heating; *Maintenance; *Recreational Facilities; Resource Materials; *Site Development; Solar Energy; Swimming Pools

This resource book draws together articles on the development and maintenance of camp sites and facilities. The articles, previously published by "Camping Magazine" and "Journal of Christian Camping," cover (1) site planning and long-range development, including redesigning multiple camp facilities for year-round programs, remodeling and winterizing, site design, and land stewardship; (2) new building construction, including considerations for do-it-yourself projects, camp building alternatives, and how to use architects and consultants; (3) site conservation, including camp forestry and conservation, wildlife habitat improvement, and acid rain effects; (4) preventive maintenance, including the roles of the camp maintenance man, property management audits, off-season maintenance tasks, pool maintenance, proper use of pool chemicals and pH test kit, floor care, do-it-yourself docks, and a calendar checklist of maintenance tasks; and (5) energy, including energy savings through effective maintenance, solar energy and heat, building a solar heater, energy alternatives and savings, and buying emergency power. The book contains an index and sample forms: equipment and supply inventory, maintenance checklists, comparative shopping form, work order request and request log, emergency telephone checklist, and mechanical equipment record. (SV)

ED 303 314 RC 016 962

ED 303 344 SE 050 326

Improving Research through Peer Review.
National Academy of Sciences - National Research Council, Washington, DC. Board on Agriculture.
SPONS. AGENCY- Agricultural Research Service (DOA), Washington, D.C.
PUB DATE- 87
NOTE- 43p.; Prepared by the Committee on Peer Review Procedures. Forms in Appendix A contain small print.
GRANT- 59-32U4-5-38
AVAILABLE FROM- National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161 (NTIS order no. PB88-163571; $12.95 paper, $6.95 microfiche).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agriculture; *Evaluation Methods; *Federal Government; *Peer Evaluation; *Program Evaluation; *Research; Scientists
IDENTIFIERS- *Agricultural Research Service

The Agricultural Research Service (ARS) is the primary research agency of the U.S. Department of Agriculture. ARS scientists conduct research into the applications of technology and basic knowledge concerning food and agricultural enterprises. Area offices and national staff evaluate these scientists' proposals for in-house research through a system of peer review. An ARS committee was appointed to examine the peer review system and to recommend possible improvements. This report presents the committee's findings and recommendations as well as background information to serve as an introduction. Appendices are listed under the following headings: (1) "Research Project Peer Review Form (ARS-415)"; (2) "The Six Major Objectives of the ARS Program Plan"; (3) "Other ARS Review Systems"; (4) "In-house Review in Other Federal Laboratories"; and (5) "In-house Review in Private Industry." (CW)

ED 303 374　　　　SE 050 365

West, Mary Maxwell; McSwiney, Eileen
Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-89-1
PUB DATE- Jan 89
NOTE- 14p.
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Educational Technology; *Information Transfer; *Network Analysis; *Science Teachers; Secondary Education; *Secondary School Science; *Teleconferencing

Asynchronous computer-based conferencing offers several unique capabilities as a medium. Participants can read and write messages at whatever time is convenient for them, groups can interact even though participants are geographically separated, and messages are available to readers almost instantly. Because the medium has served for over a decade in mainframe computing to support a sense of professional community among geographically dispersed groups in business and academia, researchers at the Educational Technology Center (ETC) examined whether computer conferencing could help solve a well-documented problem among secondary science teachers, namely, their isolation both from ongoing developments in science and science teaching and from colleagues with whom they might exchange ideas about the teaching of science. This document discusses the results of the first year of operation of the Science Teacher's Network; expectations, actual usage, network topics,

factors which promote discussion and implications for network design and management. (CW)

ED 303 420 SP 029 527

2+2 Project Report 1987.

Colorado State Dept. of Education, Denver.
PUB DATE- Aug 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; Career Ladders; Dropout Prevention; *Educational Legislation; Elementary Secondary Education; Gifted; *Program Development; *Program Evaluation; *Program Validation; Student Evaluation; Teacher Certification; Teacher Evaluation; Teacher Recruitment; Teacher Salaries
IDENTIFIERS- *Colorado

The 2+2 Project in Colorado focused on nine areas. In each of the areas, the emphasis was to identify and to pilot the most promising alternative or alternatives to recommend to local school boards, the State Board of Education, and, when appropriate, the state legislature. Topics addressed were: (1) student assessment options; (2) assessment policies for ensuring high quality teacher and administrator candidates; (3) new approaches for administrator training; (4) training of those persons charged with evaluating certificated staff members; (5) dropout reduction methods; (6) expanded provisions for gifted and talented students; (7) salary incentive possibilities including examination of career ladders; (8) teacher recognition practices; and (9) recruitment programs. A

discussion is presented on what has been done in each of these areas and recommendations are made for future action. (JD)

ED 303 085   HE 022 105

Tierney, William G.
Academic Work and Institutional Culture: An Analysis. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; *College Role; Faculty Development; Higher Education; Institutional Mission; Leadership; *Organizational Climate; Performance Factors; Student College Relationship; Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting; *Knowledge

How different institutions conceive of and construct knowledge is examined by delineating how they enact their conception of knowledge through curriculum. The contention of Burton Clark and others that disciplinary activity is primarily responsible for fomenting knowledge production is argued. It is suggested that institutions have a more powerful influence on how people define knowledge than previously thought. Knowledge is called a discourse constantly reconstructed over time and place. Three case studies ("Christian University," "Classics College," and "Cutting Edge College") show that institutions play a role in interpreting knowledge. Implications for institutional leaders are manifold since the ideological apparatus of the mission seems to play a more determined role than previously thought. The role of the faculty demands further analysis and reformulation. Pedagogical practices, teacher-student interaction, faculty-faculty interaction, and other cultural variables come into play by way of the participants' definition of knowledge. A way to think about reconceptualizing knowledge and the institution is to consider how faculty can create goals that reaffirm the unique nature of the educational process and their institutions. The discourse among faculty is related to how the institution creates, structures, and disseminates knowledge. One question that demands further analysis is what strategies organizational participants might use to offer students an understanding of their own relationship to the nature of knowledge. Contains 24 references. (SM)

ED 303 171 IR 052 621

Policy Guidelines on the Administration of LSCA Funds, 1988-89. Supplement 2 to "Library Service to the People of New York State, October 1, 1988 through September 30, 1993."

New York State Library, Albany.

PUB DATE- Mar 88
NOTE- 20p.; For the report and first supplement, see IR 052 619-620.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Aid; Federal Programs; Financial Support; Library Cooperation; *Library Services; *Policy; *Public Libraries; State Libraries; *State Programs
IDENTIFIERS- *Library Services and Construction Act; *New York

This document presents the policy guidelines to be observed by the New York State Library in the administration of Federal Library Services and Construction Act (LSCA) funds. The first section is a general policy statement which covers priorities; the relationship between federal and state programs; the application review process; eligibility for participation; administration, planning, and evaluation; consultants; publications and productions; expenditure of funds; audits; conference travel; and membership/affiliate costs. Policies for Title I funds for public library services are described in the second section, including eligibility and other criteria for public library systems, major urban resource libraries, institution library services, and libraries for the blind and physically handicapped. The third section refers the reader to another source for guidelines for Title II funds for library construction, while the fourth covers policies for Title III funds for interlibrary cooperation and resource sharing, including the purpose, eligibility, criteria, and specific projects. Appended materials include information on the reimbursement policy and compliance audit costs for LSCA, and guidelines for Title III funded retrospective conversion projects. (MES)

ED 303 185 IR 052 636

Webb, Gisela M.
Changing Organizational Cultures in Libraries through Effective Leadership Communication.
PUB DATE- 10 Jul 88
NOTE- 23p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Career Counseling; Change;

*Communication Skills; Ethics; Higher Education; *Leadership Qualities; *Library Administration; *Library Personnel; *Motivation; Needs Assessment; Rewards; Role Models; Staff Development; *Trust (Psychology); Values

This paper begins by discussing the need for strong leadership in libraries to create adaptable organizations and to involve employees in the management process. The attributes of the new library leaders who can reach these goals are then discussed. It is suggested that they must: (1) be excellent communicators of values, goals, and new directions; (2) listen carefully to discern emerging organizational and human resource issues; (3) be involved in creating a new organizational culture based on a real need for change in a library; (4) be able to create and sustain a trust relationship with their employees and the environment which they serve; (5) develop an organizational history and analyze and articulate a library's history; (6) be visionary leaders who can communicate a need for change and inspire employees to create fresh and exciting opportunities for themselves and the organization; (7) provide opportunities for professional and personal growth; (8) act as role models; (9) be involved in career counseling; (10) offer carefully designed and implemented reward systems; (11) reinforce core values through appropriate recruitment and orientation of new staff members; (12) communicate their commitment to change in words and sustained action; and (13) possess the skills to implement new organizational and programmatic changes and build the same skills in their staffs. (9 references) (CGD)

ED 303 329 SE 050 283

Mullen, Cecilia P., Comp.
Selective Guide to Literature on Engineering Geology. Engineering Literature Guides, Number 7.
American Society for Engineering Education, Washington, D.C.
REPORT NO.- ISBN-0-87823-107-2
PUB DATE- 87
NOTE- 26p.; For other Engineering Literature Guides see ED 295 834, SE 050 279-286.
AVAILABLE FROM- American Society for Engineering Education, 11 Dupont Circle, Suite 200, Washington, DC 20036 ($5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Science; Educational Technology; *Engineering; Engineering Education; *Geology; Information Networks; *Information Services; Information Systems; *Information Technology

This guide has been prepared for use by the undergraduate or graduate student in engineering geology. Because of the broad scope of the field, the major disciplines of soil mechanics, rock mechanics, and foundations are primarily emphasized. This document is a survey of information sources in engineering geology and is intended to identify those core resources which can help engineers and librarians to find information about the discipline. Sections include: (1) "Guides to the Literature"; (2) "Bibliographies"; (3) "Indexing and Abstracting Services"; (4) "Computer Databases"; (5) "Dictionaries"; (6) "Encyclopedias"; (7) "Yearbooks and Surveys"; (8) "Handbooks and Manuals"; (9) "Biographical Directories"; and (10) "Retrospective Works." (CW)

ED 303 360 SE 050 349

Duckworth, Eleanor; And Others

Understanding Equilibrium: The Study of Complex Systems. Final Project Report.

Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ETC-85-16
PUB DATE- Jun 85
NOTE- 69p.; Pages with light or broken type may not reproduce well.
CONTRACT- NIE-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Cognitive Structures; Computer Simulation; Computer Uses in Education; High Schools; *Learning Strategies; *Physical Sciences; *Problem Solving; *Scientific Concepts; *Secondary School Science

The Educational Technology Center (ETC) Complex Systems Project was initiated to explore ways of using computers to help students understand systems which have often proven too complex for most high school students to understand. Preliminary work concentrated on the cognitive processes involved in modeling simple systems. This paper describes an experiment involving an actual system of helium-filled balloons and a computer simulation of the same system with which students practiced changing equilibrium states and collected information about various aspects of the system that affected the equilibrium of the balloon. Researchers used observation and interview techniques to learn how the students perceived which elements in the system were critical to equilibrium. Included are: (1) experimental procedures; (2) a discussion of the student experiment; (3) transcripts of student problem solving; (4) a description of a computer simulation of the balloon problem; and (5) a discussion of experimental results. (CW)

ED 303 390 SO 019 622

Chaniot, Janet
Greening the Global Village: The Administrative Imperative To Educate Students for Global Awareness.
PUB DATE- 88
NOTE- 73p.; M.A. Field Project, University of San Francisco.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Cultural Education; Curriculum Enrichment; Elementary Secondary Education; *Global Approach; Instructional Innovation; *Intercultural Programs; *Literature Reviews; *Program Content; *Social Studies; Teacher Developed Materials; World Affairs
IDENTIFIERS- California (Potter Valley)

The first of the three chapters of this document on teaching global education to elementary and secondary school students begins with a literature review of perspectives on global studies and continues with a comparison of definitions, assumptions, goals, and objectives for global education programs. The obstacles to teaching this global perspective outlined in chapter 2 are: (1) the traditional versus the futurist viewpoints toward education; (2) the lack of teacher training; and (3) the complexity of teaching about global awareness. Chapter 3 contains a review of California's Potter Valley High School's World Assembly. Following this chapter is a curriculum model for the World Assembly as it has been established at Potter Valley High School. The model includes an overview, activities, time schedule, resource materials, study guide, a world peace dialogue, points for discussion, and an evaluation form. The appendices contain goals for a cultural education program and a paper, "The School of Global Education, Livonia Public Schools, Livonia, Michigan" (J. Swift). A 14-item reference list is included. (DJC)

ED 303 437 SP 030 855

Lesko, Nancy
Conceptualizing Teacher Engagement.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 46p.
GRANT- OERI-G-86-007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Environment; Interaction Process Analysis; Organizational Climate; Secondary Education; *Secondary School Curriculum; *Student Characteristics; *Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Teacher Engagement

This paper develops a working definition of teacher engagement, a definition based upon an understanding of how underlying assumptions about the goals of teaching affect what and whom teachers are engaged with, as well as how researchers' conceptions of proper power and authority in the school context influence what they see. Different dimensions of teaching that commonly remain in separate research traditions as discrete sets of teacher behaviors are integrated, e.g., teacher decision-making, classroom mangement, and curricular innovations. A number of assumptions guide this exploration of engagement among teachers. It is assumed that there is no one best way to be an engaged teacher, and a number of conceptions of teaching and learning are examined. The main body of the paper focuses upon the definition and interaction of the three main components--teachers, students, and the curriculum. Salient features of the secondary school milieu are examined and the conception of teacher, students, and curriculum are examined in four different images of education: discipline-centered, process-oriented, technical, and holistic. (JD)

ED 303 156 IR 013 626

Baker, Eva L.
Sensitive Technology Assessment of ACOT.

PUB DATE- Apr 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Research; *Educational Technology; Elementary Secondary Education; *Evaluation Criteria; *Instructional Innovation; Microcomputers; Models; *Program Effectiveness; Program Evaluation; *Research Methodology
IDENTIFIERS- *Apple Classroom of Tomorrow

This paper explores the ideas and the model underlying the evaluation of the Apple Classroom of Tomorrow project (ACOT), a 2-year-old research and development project incorporating at least seven different grade levels which is located in five different school sites in four states. The major features of ACOT are identified as the ideas of computer saturation and local site development. Of particular concern in this paper is the evaluation of the technology within the context of the usual goal-focused educational assessment. It is suggested that the assessment of the technology assists in the identification of appropriate goals through a process entitled technology push, which allows for outcomes to be empirically identified as desired consequences of the technology's implementation. A model for the assessment is provided that attempts to incorporate evaluation features central to the schools in which ACOT has been developed, i.e., educational goals, processes, and outcomes. Finally, specific evaluation questions are formulated for the comparison of students at different ACOT sites, and specific achievement measurements are suggested. The text is supplemented by two figures, and three references are provided. (EW)

ED 303 199 JC 890 054

A Study of the Role of Community Colleges in the Achievement of the Bachelor's Degree in Washington State: Results of the Spring 1988 Bachelor's Degree Survey. Operations Report Number 89-1.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- Jan 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Articulation (Education); Bachelors Degrees; College Choice; College Credits; *College Graduates; *College Transfer Students; Community Colleges; Graduate Surveys; *Participant Satisfaction; School Effectiveness; State Colleges; State Surveys; *Student Characteristics; Transfer Policy; Two Year Colleges
IDENTIFIERS- *Nontransfer Students; *Washington

A study was conducted by the Washington State Board for Community College Education to determine how effectively the state's community colleges perform the transfer function. In spring 1988, students who were about to complete their first bachelor's degree were surveyed to identify those who had not transferred (native students), four-year college transfers, out-of-state transfers, and community college transfers. The telephone interviews were completed with 424 of a sample of 688 students, who provided information on patterns of and reasons for enrollment, personal and academic characteristics, the quality of their preparation for transfer, and effectiveness of the transfer process. Study findings included the following: (1) among bachelor's degree recipients at public regional institutions, about 48% had transferred credits from a Washington community college; (2) community college transfers completed their bachelor's degrees with the same majors, final year grades, and plans for the future as native students; (3) location and cost were the major reasons given for beginning studies at the community college; (4) 70% of the community college transfers said their college encouraged them to transfer; and (5) about 27% reported that the four-year institution did not accept at least one course the students had assumed would transfer. (AJL)

ED 303 213   JC 890 070

Planning Guide for Instructional Computing.
League for Innovation in the Community Coll., Laguna Hills, CA.
SPONS. AGENCY- Digital Equipment Corp., Maynard, Mass.; Information Associates, Rochester, NY.; International Business Machines Corp., New York, N.Y.

PUB DATE- 89
NOTE- 66p.
AVAILABLE FROM- League for Innovation in the Community College, 25431 Cabot Road, Suite 204, Laguna Hills, CA 92653 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Planning; Community Colleges; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Oriented Programs; Computer Software; Computer Uses in Education; Curriculum Design; Curriculum Development; Facility Planning; Facility Requirements; Faculty Development; Resource Allocation; Two Year Colleges

Designed to assist academic administrators at community colleges in developing strategies for the application of computers to teaching and learning, this guide provides background information and recommendations for the design and implementation of an instructional computing plan. Chapter 1 examines computers as a topic of instruction, as a medium for task performance, and as a tool for both providing and managing instruction. Chapter 2 discusses such organizational issues and options as the administrative structure of computing services and the establishment of instructional priorities. Chapter 3 highlights issues and options related to resources and support, including the acquisition and availability of financial resources; networking; hardware; software; support services; and external resources, information, and databases. Chapter 4 discusses the impact of computer-based instruction on curriculum planning and design, student and faculty skills, and instructional design and evaluation. Chapter 5 deals with staff development options. The remaining chapters provide a guide for the development and implementation of instructional computing. Chapter 6 discusses planning considerations, chapter 7 considers ways of assessing the institutional environment, and chapter 8 focuses on the determination of needs, goals, and objectives. After chapter 9 offers guidance on organizing faculty and technological support for instructional computing, chapter 10 addresses facilities planning. Finally, chapter 11 discusses practical aspects of implementing the instructional computing plan. A glossary is attached. (AAC)

ED 303 345 SE 050 328

Asbestos-in-Schools: A Guide to New Federal Requirements for Local Education Agencies.

Environmental Protection Agency, Washington, D.C. Office of Toxic Substances.

PUB DATE- Feb 88
NOTE- 47p.; Cover photograph may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Asbestos; *Compliance (Legal); Elementary Secondary Education; Environmental Education; Environmental Influences; Federal Legislation; *Federal Regulation; *Government Role; *Hazardous Materials; *School Buildings; Science and Society

In 1986, the Asbestos Hazard Emergency Response Act (AHERA) was signed into law requiring the Environmental Protection Agency (EPA) to develop regulations which provide a comprehensive framework for addressing asbestos problems in secondary and elementary schools. The new rule, The Asbestos-Containing Materials in Schools Rule, requires all public, private, elementary and secondary schools to inspect for friable and nonfriable asbestos, develop management plans, and implement response actions in a timely fashion. This guide provides practical information to help local education agencies meet the requirements of the new rule. Discussions in this guide include: (1) the major elements of the rule; (2) the appointment of a designated person; (3) the use of accredited persons; (4) initial inspections; (5) developing management plans; (6) implementing response actions; (7) periodic reinspections and surveillance; (8) training and awareness; (9) record keeping; and (10) rule compliance. Appendices include: "EPA-funded Training Programs"; "Regional Asbestos Coordinators"; "AHERA State Designated Contracts"; and a sample inspection form. (CW)

ED 303 406 SO 019 670

Wallman, Katherine K.
Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16.
Population Reference Bureau, Inc., Washington, D.C.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- Sep 88
NOTE- 21p.
AVAILABLE FROM- Population Reference Bureau, Inc., Circulation Department, P.O. Box 96152, Washington, DC 20090-6152 ($3.00 plus $1.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Budgeting; Census Figures; *Federal Government; *Public Agencies; *Retrenchment; Social Indicators; *Statistical Data; User Satisfaction (Information); Use Studies
IDENTIFIERS- Bureau of the Census; Office of Management and Budget; *Paperwork Reduction Act 1980

The main responsibility of the U.S. Bureau of the Census, Bureau of Labor Statistics, and the National Centers for Health and Education Statistics is to collect, process, analyze, and disseminate statistical data on the economic, physical, and social characteristics of the United States. Under the Paperwork Reduction Act of 1980, the federal statistical system was curtailed because of major shifts in government policies and the subsequent budget cuts. Statistics have a powerful impact on the economy, and public and private use of federal statistics include: (1) the determination of workers' and retirees' income; (2) moving from market research to affirmative action programs; (3) allocation of monies for domestic assistance programs; (4) research in many fields; and (5) comparison studies. Under the budget constraints, which meant that in the future fewer statistics would be available, federal agencies were beginning to: (1) collect information less frequently; (2) reduce the sample size, content, and/or geographic coverage; (3) extend the time between data collection and publication; (4) reduce frequency, scope, and distribution of publications; and (5) release statistics only on computer files or on microfiche. Some cutbacks are affecting the 1990 Census, and when the Office of Management and Budget (OMB) issued a directive to reduce content and coverage, it met with unprecedented resistance from Census users. Some future consequences for statistical users include: (1) a loss of quality And usefulness of statistics, programs, and reports; (2) reduced funding for technological advancements; (3) data available through private vendors limiting accessibility; and (4) the situation where the collection burdens fall to state and local governments. (DJC)

ED 303 047 FL 017 790

I Can Speak French.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-3010-11; ISBN-88315-823-4
PUB DATE- 86
NOTE- 228p.; For related documents, see FL 017 791-792.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Rm. 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjectives; Animals; Class Activities; Classroom Communication; Clothing; *Conversational Language Courses; Family Life; *FLES; Food; *French; Friendship; Holidays; Interpersonal Communication; *Lesson Plans; Numbers; Physical Health; Primary Education; Second Language Instruction; Songs; Transportation; Weather; Word Lists

The guide presents content and techniques for teaching conversational French in the elementary grades. It contains an introductory section and 20 units for classroom instruction. The introduction includes notes on the overall objectives of the course, general guidelines on classroom procedure, and specific techniques for use of the materials included in the guide. The unit topics include: introduction to a new language; greetings, salutations, and farewells; names; classroom commands; the classroom; the days of the week; parts of the body; health and illness; numbers; family and friends; weather, seasons, and months; colors and other adjectives; clothing; animals; snacks; foods;

places and transportation; holidays; and other celebrations. The units are designed for kindergarten but also contain information for adaptation for grades 1 and 2. Each unit consists of a list of specific objectives, notes on motivation, a list of necessary materials, procedural notes, a summary, follow-up activities, and additional materials for use with grades 1 and 2. Songs, games, and other activities are included. (MSE)

ED 303 060 HE 021 970

Smith, Michael Clay
Coping with Crime on Campus.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-929440-1
PUB DATE- 88
NOTE- 246p.; American Council on Education/Macmillan Series on Higher Education.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Ave., New York, NY 10022 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090) Books (010)
DESCRIPTORS- Administrative Policy; *Administrative Problems; *College Administration; College Role; *Court Litigation; *Crime; Crime Prevention; Criminal Law; Drinking; Drug Abuse; Higher Education; Legal Problems; *Legal Responsibility; Position Papers; Rape; School Safety; *School Security; Sexual Harassment; Stealing; Vandalism; Victims of Crime
IDENTIFIERS- American Council on Education

A compilation, analysis and interpretation are provided of the court cases, involving crime or criminal-like behavior on college campuses, that have reached the appellate courts. The book is designed for the non-lawyer administrator. In addition, suggestions for successful administrative strategies are offered, together with checklists for evaluation of the responses of individual campuses. This material is presented in 12 chapters: "The Campus--a Sanctuary?"; "The Complexion of Campus Crime Today"; "The Concept of Crime and the Shape of Criminal Law"; "Crime and Today's Campus Decision-Maker"; "Security: Campus Cops Come of Age"; "Human Sexuality and Crime in Campus Life"; "Searching, Seizing, Confessing"; "Fraud, Thefts, Payoffs, and Other Campus Mischief";

"Alcohol and Drugs as Campus Crime"; "Firing the Miscreant Employee"; "Victims"; and "Conclusion" (including administrative overseer and crime response checklists). A 1985 statement by the American Council on Education Advisory Committee on Self-Regulation Initiatives on campus security is appended. A subject index is provided. (KM)

ED 303 073 HE 022 093

Mason, Stephen O.; Townsend, Barbara K.

Graduates of Doctoral Programs in Higher Education: Demographics and Career Patterns. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88

NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Career Ladders; *College Administration; Demography; Doctoral Degrees; *Doctoral Programs; *Education Work Relationship; Employment Opportunities; Graduate Study; Higher Education; Labor Market; Longitudinal Studies; *Postsecondary Education as a Field of Study; Professional Education

IDENTIFIERS- *ASHE Annual Meeting

A study conducted to examine the careers of higher education doctoral recipients ascertains their demographics and career patterns and discerns the existence of possible differences in career paths depending upon types of higher education programs (such as national, regional, research oriented, and locally oriented collections of courses). This follows a concern that if the market for graduates of higher education doctoral programs becomes saturated, prospective students may see little value in the degree for career advancement, and enrollments in higher education programs may dwindle. The population for the study was all graduates of doctoral programs in higher education in 1972, 1977, 1982, and 1987. Program directors for each of the chosen 130 programs were surveyed to gather demographic and descriptive information about their higher education programs. Results are discussed in terms of demographics, employment history, the perceived value of a higher education doctorate, and programmatic differences in career paths. Findings indicate the importance of carefully recruiting potential students who are not already in higher education positions since possession of the higher education degree alone does not seem to facilitate getting a position in academe. The importance of being honest about the degree's potential value for upward career moves in certain institutional types must be stressed, and individual higher education programs need to conduct ongoing self-evaluations. A substantial number of higher education doctoral recipients believe they made a poor choice in choosing higher education as a field of study. Contains 25 references and 14 tables. (SM)

Thomas, Robert O.; Bean, John P.

Student Retention at Liberal Arts Colleges: The Development and Test of a Model. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988). Several pages contain broken type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; College Attendance; Colleges; Educational Finance; Enrollment Trends; General Education; Higher Education; *Institutional Characteristics; Liberal Arts; Models; *School Holding Power; Student Attrition

IDENTIFIERS- *ASHE Annual Meeting

Institutional variables are examined in an effort to account for the differences in retention rates at institutions classified as Liberal Arts Colleges II. The four study objectives were to: (1) develop a theoretical model to explain retention rates at different Liberal Arts Colleges II in which the institution is the unit of the analysis, (2) estimate the explanatory power of the model, (3) identify institutional variables important in explaining institutional retention rates, and (4) suggest revisions of the model and identify the implications of the study's findings. One way in which the proposed model differs from the Tinto (1975) and Bean (1983) models is that the institution rather than the student is the unit of analysis. Questionnaires were completed by students at 118 schools meeting the criteria for inclusion in the study. There were 49 items on the questionnaire which asked for such information as enrollment, size of endowment, and tuition. Among the findings are the following: the theoretical model was useful in analyzing the process through which institutional variables affect retention rate; the most important determinant of retention is institutional financial viability; and only five of the theoretical model's 20 variables proved to be major predictors of persistence. Recommendations include further examination of the nature of the relationship between financial viability and retention, and testing the theoretical model with other measures of student retention at other types of institutions. Contains 42 references. (SM)

ED 303 112 HE 022 139

Mauch, James E.
Analysis of Research and Lecturing Proposals That Meet Fulbright Quality Standards.
PUB DATE- Mar 88
NOTE- 16p.; Paper presented at the International Congress of the Latin American Studies Association (14th, March 18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Awards; *Competitive Selection; Higher Education; *International Programs; Program Proposals; *Proposal Writing; Research Proposals; *Travel
IDENTIFIERS- *Fulbright Exchange Program

Information on how to make an application for a Fulbright Award is presented to assist faculty members, young scholars, and women and minority group members who are often underrepresented in these scholarly opportunities. Ways to help applicants improve their chances of selection in a competitive process are identified. Every year, there are about 1,000 Fulbright awards for research and teaching in over 100 countries; most applications are not successful (e.g., in the 1983-84 program year there were 3,045 applications and 774 grants). Research awards are more competitive than are lecturing awards. In general, the competition is keenest for awards in popular areas such as Western Europe, Israel, Australia, and New Zealand. Some factors which influence the attractiveness of an award are: need for a foreign language; perceived attractiveness of living in a particular place; resources for productive research; personal safety; respect for human and civil rights; and cultural familiarity. In many less developed countries, there are often unfilled awards. Those applicants who can lecture in a foreign language have an advantage over other applicants. Applications for research awards require a strong emphasis on the research plan, its design, and its feasibility. The importance of a strong resume and strong references is stressed. It is suggested that rejected applicants reapply. Contains 5 references. (SM)

ED 303 127 HE 022 156

Simon, Kathleen
Making Connections: The Need for an Interdisciplinary Curriculum.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; *Curriculum Development; Educational Development; Higher Education; *Holistic Approach; Integrated Activities; *Interdisciplinary Approach; Perspective Taking; Planning; Undergraduate Study

Based on the Carnegie Foundation study of baccalaureate programs, which found that many colleges are confused as to their mission and are fragmenting the disciplines into smaller and smaller pieces, a case is made for revising the higher education curriculum. Coursework is fragmented because of the growth of specialized fields within the disciplines and because of the increasing interest of students toward specific careers. Faculty members now focus on single, tiny aspects of their disciplines. Though experts agree that the curriculum should be integrated, narrow departmental concerns have sometimes prevented this from happening. The over-emphasis on professional preparation has led many colleges to see students as consumers and education as the product to be sold. Interdisciplinary education is important because it promotes many intellectual skills and integrates knowledge, allowing students to acquire a more authentic view of life and begin to understand they are members of a human community. This sense of community seems to be lacking in many students who focus totally on their own disciplines and careers. Recently, many small colleges have tried to change their curricula by offering courses that provide an interdisciplinary focus with a holistic approach to knowledge. Some of the goals that are part of this phase of change are clarifying values, improving skills, making interdisciplinary linkages, and broadening the student's perspective through the study of women, minorities, and the disadvantaged. Interdisciplinary programs are now offered in 49 states. Contains 20 references. (Author/SM)

ED 303 141 IR 013 599

Neill, Shirley Boes; Neill, George W.

Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1989 Edition.

Education News Service, Sacramento, Calif.
REPORT NO.- ISBN-0-936423-02-1
PUB DATE- 88
NOTE- 129p.; For the 1987-88 edition, see ED 286 471.
AVAILABLE FROM- Education News Service, PO Box 1789, Carmichael, CA 95609 ($24.95 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Software Reviews; *Courseware; Elementary Secondary Education; *Evaluation Criteria; Microcomputers
IDENTIFIERS- Selection Tools; *Software Evaluation

Designed to aid teachers, school administrators, and parents in selecting educational software for grades K-12, this guide lists 226 programs chosen form 8,000 evaluations conducted by 32 evaluation services in the United States and Canada. Following the introduction, which provides a detailed explanation of how the programs were selected, the guide is divided into four parts. Part I provides an alphabetical listing by title of the 159 most highly rated programs as well as a listing by subject areas, which includes courseware for the arts, business education, early childhood education, foreign language, health education, language arts, mathematics, problem solving, science, social studies, student helpers, tool programs, and typing. The description for each of these programs includes the subject area, copyright date,

producer, hardware requirements, price, a brief description of the program, grade level(s), brief tips for teachers, evaluators and evaluations received, and magazine review citations. Part II lists the 67 nearly qualifying program by subject area and includes program titles, the producer, computer system(s), price, grade level(s), and evaluators. Part III lists the 141 most highly rated programs in the 1987-1988 edition. Information provided for these programs is limited to the publisher, curriculum area, and computer system. Part IV provides the names, addresses, and telephone numbers of the producers of software listed in this edition. (CGD)

ED 303 172 IR 052 622

A Strategic Plan for Managing and Preserving Electronic Records in New York State Government: Final Report of the Special Media Records Project.

New York State Education Dept., Albany. State Archives and Records Administration.

PUB DATE- Aug 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; Information Technology; *Recordkeeping; *State Agencies; *State Programs
IDENTIFIERS- *Machine Readable Data; *New York; Records Management

This report presents the final recommendations of the Special Media Records Project for the improved management and preservation of machine-readable records in New York State government agencies. The first of three parts of the report discusses strategic issues in the management and preservation of electronic records, including key trends in information technology; the relationship between paper and electronic records; and the organizational context. Objectives for improved management and preservation of electronic records are outlined in the second part with attention to records analysis and disposition, agency services, and archival services.

The third part describes specific activities that must be undertaken during the next five years to integrate machine-readable records into state government records management programs, and to develop the capacity at the State Archives to select, acquire, and preserve records with enduring value in machine-readable form. An executive summary and a table depicting resource needs for these activities over a 5-year period are included. (MES)

ED 303 227 JC 890 084

Maryland Community Colleges Databook, January 1989.

Maryland State Board for Community Colleges, Annapolis.

PUB DATE- Jan 89
NOTE- 182p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Degrees (Academic); Demography; Educational Certificates; Educational Facilities; *Educational Finance; *Educational Trends; *Enrollment; Enrollment Trends; Expenditures; Income; School Personnel; State Surveys; Statistical Data; *Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Maryland

Designed to provide information on the current status and future direction of Maryland's community college system, this report offers an overview of all aspects of community college functioning in the state. Section I provides general information on higher education in Maryland, including data on undergraduate credit enrollments by county and educational segment, and actual and projected numbers of births and high school graduates. Section II focuses on fall 1988 enrollments, examining credit enrollments by transfer and occupational program area, credit enrollment by student status, enrollment by race, trends from fall 1984 to fall 1988, state-funded enrollments, continuing education registrations, noncredit enrollments by course intent, and full-time equivalent (FTE) enrollment for state aid. Section III offers information on student financial assistance, summarizing the number of awards, total funds, and average awards. Section IV examines the number of degrees and certificates awarded in fiscal year 1988, while section V looks at revenues and expenditures, including costs of administering state aid, current unrestricted revenues, sources of support, and net cost per FTE student. After section VI presents data on the salaries and characteristics of college administrative and instructional personnel, section VII offers information on the physical facilities of the colleges. Finally, section VIII presents performance profiles of career and transfer credit students. (AJL)

ED 303 256 PS 017 766

Bright Beginnings: Summer Kindergarten.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 88

NOTE- 106p.

AVAILABLE FROM- Publication Sales Office, New York City Board of Education, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Classroom Environment; Curriculum Guides; Educational Practices; *Enrichment Activities; *Kindergarten; *Learning Centers (Classroom); Limited English Speaking; Primary Education; *Summer Programs; *Units of Study

The summer kindergarten program described in this guide is designed to meet the needs of children according to their stages of development and experience. The curriculum grows out of children's interests, learning styles, strengths, and stages of development. Direct experiences though which children can explore and discover constitute the core of the curriculum. Classrooms are organized into learning areas that provide flexible space for organizing materials around a common theme. The guide's three sections focus on the structuring of the first days of program implementation, creation of a learning environment, and enrichment of the curriculum. The first days are discussed in terms of a suggested daily schedule, sample floor plan, summer nutrition, classroom assistants, and prevention of child abuse. The section on creation of a learning environment concerns management routines, the value of play, developing literacy, the limited English proficient child, and integrating the curriculum. Thematic learning materials on becoming acquainted with each other and school, and an English as a second language theme on self, school and sensory experience, are included. The section on enrichment of the curriculum covers finger plays, songs, rhythms, games, neighborhood trips, summer activities, the multicultural classroom, children with special needs, and parent involvement. (RH)

ED 303 271 PS 017 791

Prawat, Richard S.
Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Dec 88
NOTE- 94p.
CONTRACT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; Educational Practices; Elementary Education; Guidelines; *Learning Strategies; *Perception; Student Characteristics; Teaching Methods; *Transfer of Training
IDENTIFIERS- *Dispositions; *Knowledge Base (Students); Knowledge Utilization; Reflective Awareness; Reflective Thinking

This review presents a framework that accommodates static and dynamic approaches to comprehension of students' transfer of knowledge and skill. The review focuses on three sets of variables considered fundamental to students' ability to access intellectual resources in potentially relevant situations: knowledge bases, strategies, and dispositions. It is argued that for all three categories of variables, the factors of cognitive organization and reflective awareness determine the extent to which individuals are able to use their intellectual resources. In the knowledge base category, the key organizational factor is the elaborateness of connections between units of knowledge. In the strategic category, the major organizational issue is the trade-off between general versus more specific strategies. Awareness, denoted as "metacognition" here, is one of the most important factors influencing transfer. In the dispositions category, discussion of performance and mastery dispositions suggests that organization and awareness factors interact to influence dispositional thinking. Concluding remarks discuss ways in which teachers can attend to these factors to help students better use intellectual resources. Approximately 175 references are cited. (RH)

ED 303 300 RC 016 938

Gatherer, W. A.; Edwards, Lynne
Academic Staff Secondment and Exchange between Colleges of Education and Schools.
Scottish Council for Research in Education.
SPONS. AGENCY- Association of Lecturers in Colleges of Education in Scotland.; Educational Inst. of Scotland, Edinburgh.
PUB DATE- Aug 88
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Program Development; *Program Evaluation; Schools of Education; Teacher Education; *Teacher Education Programs; *Teacher Exchange Programs; *Teacher Transfer
IDENTIFIERS- *Scotland; Scottish Education Department

This is a report about an inquiry into written proposals by the Scottish Education Department (SED) to increase the flow of academic staff between colleges of education and lower (primary and secondary) schools. This report describes the rationale of the SED consultative paper "Movement of Academic Staff between Colleges of Education and Schools", which called for increasing staff exchanges and temporary transfers, or "secondments," between colleges and the schools. This report describes responses from 13 Scottish education agencies and associations to the SED proposals. These descriptions are ordered according to the SED topics, and the responding agencies are not always identified by name. The responding agencies generally welcomed the SED proposals, and they offered suggestions for implementing the new exchange and secondments policy. The report describes experiences and perceptions of teachers who had been seconded or were currently on secondment. Seven college of education lecturers who seconded to primary and secondary schools for up to two terms were also interviewed about their experiences. Topics discussed included: problems of adjustment, teachers' reasons for secondment, the perceived benefits for the schools, and the impact on colleges. Other educators and administrators involved with the program were also interviewed. One section deals with issues of administering secondment and exchange programs. All subjects' views are summarized in a final section. This report recommends that findings be seen as "exploratory," but suggests that exchange and secondment programs have merit when appropriately managed. The SED consultative paper is included. (TES)

ED 303 361   SE 050 350

Davidson, Patricia S.; And Others
"Pies Are Hard To Find Out about..." An Inquiry into Children's Understanding of the Nature of Fractions. Technical Report.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ETC-TR-85-21
PUB DATE- Nov 85
NOTE- 109p.; Pages with drawings and heavy print may not reproduce well.
CONTRACT- NIE-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Cognitive Processes; Cognitive Structures; *Elementary School Mathematics; Elementary Secondary Education; *Fractions; *Instructional Materials; *Learning Processes; Mathematical Concepts; Ratios (Mathematics); Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- Mathematics Education Research

The Education Technology Center (ETC) Fractions Group works to investigate well-documented difficulties that children have in understanding fractions. A central assumption underlying this group's inquiry is that students' difficulties in manipulating fractions arise from their lack of understanding about the nature of fractions. In order to learn operations with fractions, students must first understand the order properties of fractions and their nature as "numbers between numbers." The notion of betweenness, so evident in the perception of continuous quantity, is neither evident nor even salient in the symbol systems and notation schemes used to describe continuous quantity. Yet, understanding betweenness appears to be a prerequisite for effective manipulation of fractions. From a larger view, betweenness is an important theme pervading much of mathematical thinking. Thus, this project's focus on teaching students to understand betweenness is chosen not only as a means of addressing student difficulties with fractions, but also as a way of teaching a fundamental concept in mathematics. This document includes: (1) discussion of the development of teaching materials; (2) lesson plans; (3) pilot study results; (4) anecdotal notes; and (5) guidelines for observers used in the pilot study. A list of 43 references is appended. (CW)

ED 303 375 SE 050 366

Frenette, Micheline

Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report.

Educational Technology Center, Cambridge, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

REPORT NO.- ETC-TR-89-2

PUB DATE- Aug 88

NOTE- 200p.

CONTRACT- OERI-400-83-0041

GRANT- 453-86-0227

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Computer Assisted Instruction; *Computer Simulation; *Elementary School Science; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Misconceptions; *Physical Sciences; Science Activities; *Science Instruction; Science Programs; *Scientific Concepts

IDENTIFIERS- *Density

Trying to change the predictive rule for the sinking and floating phenomena, students have a great difficulty in understanding density and they are insensitive to empirical counter-examples designed to challenge their own rule. The purpose of this study is to examine the process whereby students from sixth and seventh grades relinquish their predictive rule in the face of counter-examples and to examine two variables that might affect their interpretation of counter-examples: the use of a computer simulation as conceptual referent, and prior awareness of an alternative concept of density. Two computer programs, "Weight and Density" and "Sink the Raft," were used as the treatment materials. Results show two main effects from the two variables. However, none of the differences in the groups remained by a posttest administered six to seven weeks after the experimental sessions. Appendices include 13 figures; 35 tables; scripts for introduction, model guided observation, and observation without the computer

model; outline of treatments; a paper and pencil test; and scoring criteria. (YP)

ED 303 391 SO 019 623

Turner, Brenda
Experience Art.
Arkansas State Dept. of Education, Little Rock. General Education Div.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 236p.; Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; *Career Awareness; Color; Elementary Education; Instructional Improvement; Instructional Materials; Resource Units; State Curriculum Guides; Visual Aids
IDENTIFIERS- *Arkansas

This Arkansas art education curriculum guide for grades 1 to 6 covers basic concepts, vocabulary, activities, and evaluation for each grade. The basic concepts to be taught throughout these grades include line, shape, color, space, drawing, painting, printing, art history, and art careers. Specific art techniques and types of arts are introduced at different grade levels. Grade 1 introduces glue and cutting, and grade 2 emphasizes collages, while grade 3 introduces movement, texture, unity and harmony, weaving, and three-dimensional art. Balance, lettering, fiber art, sculpture, and critical awareness are taught beginning in grade 4, and grades 5 and 6 include ceramics. Also included in the guide are: (1) a

color wheel; (2) a resource list of organizations, associations, offices, and boards that supply information about art careers; (3) a resource list of 53 books, 14 periodicals and newspapers, 29 organizations that reproduce slides, filmstrips, and art reproductions, and 44 businesses that reproduce posters and art reproductions; (4) a resource list of six museums; and (5) a glossary of terms. Photographs and drawings are included. (DJC)

ED 303 421 SP 030 650

Mager, Gerald M.; And Others
The New York State Mentor Teacher-Internship Program for 1986-1987. A Report to the State Education Department.
Syracuse Univ., N.Y. School of Education.
PUB DATE- Sep 87
NOTE- 206p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Inservice Teacher Education; *Internship Programs; *Interpersonal Relationship; *Mentors; *Program Attitudes; Program Development; Program Effectiveness; State Programs
IDENTIFIERS- *New York State Mentor Teacher Internship Prog

This report presents a comprehensive overview of the intents, activities, and results of the New York State Mentor Teacher-Internship (MT-I) Program. Part 1 provides an introduction and overview of the evaluation study; it includes information regarding the purpose of the study, the study design and analysis, and the issue of confidentiality. Part 2 focuses on the nature of the pilot mentor-intern projects--their goals, structures, and resources--and a variety of issues that are related to developing and sustaining a local project. The third part deals with the mentor-intern relationship specifically; it provides information on who the mentors and interns were, on how the matches between mentors and interns were made, how the relationships formed and grew, what the mentors and interns did together or individually, and other issues related to this central feature of the MT-I Program. Part 4 focuses on the impact the local projects have had on participants and other educators in the local setting, as well as on the school as an organization. The final part draws a set of conclusions from the three middle parts, and on that basis offers a set of recommendations regarding future policy, planning, and practice related to the work of the MT-I Program. (JD)

ED 303 438 SP 030 856

Rutter, Robert A.; Jacobson, Jeffrey D.
Facilitating Teacher Engagement.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 49p.
GRANT- OERI-G-86-0007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Organizational Climate; *School Demography; Secondary Education; Status Need; *Teacher Administrator Relationship; *Teacher Characteristics; *Teacher Morale; Teacher Participation; Teacher Student Relationship; Teaching Load

This study develops and examines a general exploratory model with the goal of identifying school-site variables which facilitate higher levels of teacher engagement in public secondary schools. Three sets of variables thought to contribute to teacher engagement are identified: individual teacher characteristics; school demographics, and organizational features of the school. Multiple regression is used to show the direct and indirect effects of these variables on teacher effectiveness. The school circumstances that affect teacher engagement and success include: (1) an orderly school environment; (2) manageable teaching tasks; (3) perceived student ability; (4) sense of community in the school; (5) teacher participation in decision making; (6) collaboration; and (7) staff recognition. (JD)

ED 303 241   PS 017 725

Wardle, Francis
Ideas for Infant and Toddler Environments.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Environment; Color Planning; *Communication Skills; *Day Care Centers; Early Childhood Education; Educational Practices; *Educational Quality; Equipment Storage; Infants; *Institutional Environment; Toddlers; *Visual Environment
IDENTIFIERS- *Infant Care

Characteristics of a good institutional child care environment are briefly described. Discussion contrasts institutional and home environments. Topics addressed include safety, cleanliness, order, size and age appropriateness of equipment, and softness of surfaces. Also included are suggestions for using color schemes that create a sense of unity, uniformity, and calmness, and for facilitating communication with parents, children, and staff. Concluding remarks center on reducing classroom clutter and providing adequate storage. The discussion emphasizes the importance of the use of objective evaluation to obtain a clear idea of the environment's condition. (RH)

ED 303 286 RC 016 868

Maltby, Gregory P.; And Others

San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report.

New Mexico State Univ., Las Cruces.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 10 Aug 88
NOTE- 209p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Bilingual Education Programs; *Computer Assisted Instruction; Computer Literacy; Economically Disadvantaged; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Mexican American Education; Mexican Americans; Poverty Areas; Program Evaluation; Questionnaires; Scores; *Second Language Instruction; Summative Evaluation
IDENTIFIERS- San Elizario Independent School District TX; SRA Survey of Basic Skills

San Elizario, Texas, is a border community with a high poverty rate, overcrowded school conditions, and a 60% limited English proficiency (LEP) rate among school students. In 1984, the school district began a cooperative university and school system project to improve Hispanic LEP students' achievement through applied computer technology. In 1987-88, the project provided computer assisted instruction in mathematics, language arts, and computer literacy to 119 students in grades 1-6 and 9-12, plus science and social science to older participants. A comparison of October 1987 and April 1988 standardized test scores showed improvement for most grade levels. The greatest reduction in the gap between participant scores and national norms occurred at grade 11 for composite scores (29%), reading (48%), and language arts (25%), and at grade 6 for mathematics (81%). Questionnaires completed by school administrators and project staff indicated that, compared to their counterparts, project students had lower absentee, dropout, and retention rates, were less in need of specialized services, and were more likely to pursue postsecondary education. Classroom observers found capable teachers providing up to date instruction in appropriate environments, eager and well behaved students, and good rapport between project staff and other school staff. But observers also noted project weaknesses in the infrequent use of native language and home culture materials during instruction. Extensive appendices include questionnaires and observer surveys used; curriculum outlines; software, hardware, and computer book inventories; and standardized test scores and statistics. This report contains 15 references. (SV)

Brown, Richard A.
A Perfect Day for the Tajar: And Nine More Stories.
American Camping Association, Martinsville, Ind.
REPORT NO.- IBSN-0-87603-101-7
PUB DATE- 87
NOTE- 66p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Books (010)
DESCRIPTORS- Camping; *Childrens Literature; Elementary Education; Folk Culture; Reading Aloud to Others; *Recreational Reading; *Short Stories; *Tales

This collection of short stories contains tales of a mythical animal called the "Tajar." Tajar tales are a tradition among campers who attend summer camps. The stories are to be read aloud, and approximate reading times for the stories are provided. Tajar looks something like a tiger, a jaguar, and a badger. He is a friendly, but mysterious animal. The titles of the stories are: (1) Meet the Tajar; (2) The Mattress Tale; (3) A Noise in the Kitchen; (4) A Perfect Day for the Tajar; (5) Waiting for the Tajar's Folly; (6) How the Tajar Learned to Dance; (7) The Day the Lost and Found Ran Away; (8) Magic in the Moonlight; (9) Mr. Fixit's Invisible Hammer; (10) A Tale of the Tracks; and (10) The Tajar's Birthday. (KS)

Franklin, Hugh Lockwood, Comp.
Selective Guide to Literature on Mechanical Engineering. Engineering Literature Guides, Number 2.
American Society for Engineering Education, Washington, D.C.
REPORT NO.- ISBN-0-87823-102-1
PUB DATE- 85
NOTE- 24p.; For other Engineering Literature Guides see ED 295 834, SE 050 279-286.
AVAILABLE FROM- American Society for Engineering Education, 11 Dupont Circle, Suite 200, Washington, DC 20036 ($5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Science; Educational Technology; *Engineering; Engineering Education; Engineers; Information Networks; *Information Services; Information Systems; *Information Technology

Mechanical engineering has become highly interdisciplinary. It would not be possible to single out particular reference sources that are uniquely applicable to mechanical engineering. For the purpose of this guide, mechanical engineering deals with the generation, transmission and utilization of heat and mechanical power and with the production of tools, machines, and their products. This document is a survey of information sources in mechanical engineering and is intended to identify those core resources which can help engineers and librarians to find information about the discipline. Sections include: (1) "Guides to the Literature"; (2) "Bibliographies"; (3) "Indexing and Abstracting Services"; (4) "Computer Databases"; (5) "Dictionaries and Encyclopedias"; (6) "Yearbooks and Review Series"; (7) "Handbooks and Manuals"; (8) "Directories of Organizations, Manufacturers and Products"; (9) "Biographical Sources"; and (10) "Standards and Specifications." (CW)

ED 303 086 HE 022 106

Warme, Barbara D.; Lundy, Katherina L. P.

Career Patterns and Role Performance of Part-Time Academics: The Impact of Sex and Setting. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988). Funding by York University (North York, Ontario) and Local 3 of the Canadian Union of Educational Workers.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Civil Rights; College Faculty; Employed Women; *Equal Opportunities (Jobs); Higher Education; Mail Surveys; *Organizational Climate; *Part Time Faculty; *Sex Differences; Teaching (Occupation); Unions; *Women Faculty; Work Experience
IDENTIFIERS- *ASHE Annual Meeting

Two arguments on the impact of sex and setting in part-time faculty are offered: (1) that men and women come to part-time teaching by somewhat different routes, but once they arrive in a specific setting and encounter similar work and work conditions, the impact of sex is muted; and (2) that there are two important aspects related to work settings (there are patterned differences between those teaching in other unionized settings and those in the Faculty of Education and these differences make the part-time experience a largely positive one in the setting of the Faculty of Education). Research conducted during 1983-1986 included a mail questionnaire survey of 608 members of Unit 2 of the Canadian Union of Educational Workers. Questions were categorized as follows: social characteristics, academic career history, willingness or reluctance to teach part-time, scholarly and disciplinary activities, work setting experiences, perceived impact of gender on academic career decisions/career opportunities, and job satisfaction. Findings indicate that, for many reasons, elite women experience more career delays and interruptions than men. A significantly higher proportion of women than men believe gender affects their career decisions and opportunities. Gender influences who chooses or is assigned to part-time teaching. Extensive use of part-time faulty is requiring institutions to refine their policies, which should take into account the diversity of the population subsumed under the rubric of part-time faculty and create bridges to full-time positions for those who qualify. Tables are included. Contains 26 references. (SM)

ED 303 186 IR 052 637

Moran, Robert F., Jr.
Communication: Essential for Leadership to a Public Good--an Information Infrastructure.
PUB DATE- 10 Jul 88
NOTE- 17p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; *Communication Skills; Electronic Publishing; Higher Education; *Information Systems; *Leadership Qualities; *Library Administration; Library Science; Library Services; Models; Public Libraries
IDENTIFIERS- *Computer Centers

This paper discusses the central role of effective communication in library leadership and how a leadership role in the library and information community can define and help establish an information infrastructure in our society. The opportunity for this leadership to exist in the convergence of libraries and computer centers is examined in a review of the report "Freedom and Equality of Access to Information" and documentation of the movement of computer centers and libraries toward each other within colleges. Particular attention is called to the Adler/Rodman communication model, the successful use of which would depend largely on effective communication between the two realms of libraries and computer centers. The discussion of this model demonstrates in detail the difficulty of communication in this interface situation and suggests that the librarian wishing to influence the computer center personnel must be sure that: (1) the message itself is clearly communicated without unnecessary information; (2) the message is coded in such a way that it will be decoded accurately; and (3) an appropriate channel is chosen. Additional viewpoints are presented on the challenge to library leadership posed by the merging of libraries and computer centers in the context of leadership toward an information infrastructure involving electronic publishing, communication, and leadership for the public good. (11 references) (CGD)

ED 303 200 JC 890 055

Growth and the Enrollment Process, Fall 1988.

San Diego Community Coll. District, CA. Research and Planning.

PUB DATE- 21 Dec 88
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Course Selection (Students); *Enrollment Influences; Enrollment Rate; *Enrollment Trends; Intercollegiate Cooperation; Multicampus Districts; *School Registration; Student Characteristics; Student Costs; Student Problems; Student Recruitment; Two Year Colleges

In fall 1988, the Board of Trustees of the San Diego Community College District (SDCCD) requested a study of the district's enrollment process to determine sources of increasing student enrollment, reasons for delays in the registration process at Mesa College, and practices regarding the redirection of students to other campuses. Study findings, based on data obtained from the SDCCD student database and other sources, included the following: (1) fall 1985 through fall 1988 census data for enrollment status by campus suggested that enrollment growth might be due to an increasing percentage of continuing students; (2) headcount enrollment increases were experienced in all gender, ethnic, and age categories; (3) district population growth, marketing and outreach, class availability, and fee schedules were related to enrollment increases; (4) though some registration problems remained, long registration lines were reduced due to improvements in the "walk through" registration process and increased use of a mail-in registration option; and (5) San Diego State University's policy to encourage students to enroll in equivalent SDCCD courses when university courses are full is believed to have increased SDCCD enrollment. (AJL)

ED 303 157 IR 013 627

Ingle, Henry T.

Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology within the U.S. Hispanic Community. Revised Version.

Tomas Rivera Center, Claremont, CA.

PUB DATE- Aug 88
NOTE- 25p.
AVAILABLE FROM- The Tomas Rivera Center, Claremont Graduate School, 710 N. College Avenue, Claremont, CA 91711 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communications; Equal Education; *Hispanic Americans; *Information Technology; *Mass Media; *Microcomputers; *Policy Formation; *Videotape Cassettes

This paper summarizes the research and practice associated with the use of new information media and technology with Hispanic populations in the United States, and presents a case for making effective use of communications tools such as the microcomputer and videocassette recorders for improving the educational level and socioeconomic status of Hispanic populations. References are made to the growing size of the Hispanic populations in the United States, and their likely development into a majority population by the year 2015 and beyond. (66 references) (Author/EW)

ED 303 214 JC 890 071

Allen, David F.; Nelson, Joan M.
Tinto's Model of College Withdrawal Applied to Women in Two Institutions.
PUB DATE- 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Freshmen; College Students; Dropout Characteristics; Dropout Research; Dropouts; *Females; Higher Education; Longitudinal Studies; Private Colleges; Public Colleges; Student Attrition; *Student College Relationship; Two Year Colleges; Universities; *Withdrawal (Education)

A study was conducted to investigate the validity of Tinto's model of college withdrawal in a public four-year college and a private two-year institution. The model consists of six sets of variables in a causal sequence; i.e., background characteristics, initial goal and institutional commitment, academic and social integration, subsequent goal and institutional commitment, intention to persist or withdraw, and persistence/withdrawal behavior. Data for the study were collected during the 1986-87 and 1987-88 academic years from 400 randomly selected, full-time, white, female, residential freshmen. The students were surveyed regarding their interactions with peers, faculty, and the institution, and regarding the educational goal commitments that resulted from integration into the social and academic systems of the institution. Additional information on student background characteristics were supplied by the schools. Study findings, based on responses from 165 (83%) of the junior college students and 100 (51%) of the university students, included the following: (1) in the pooled sample, persistence was directly affected only by intention, though both institutional commitment and social integration had indirect effects on persistence; (2) in both samples, background characteristics played a minimal role in predicting persistence/withdrawal behavior, which was consistent with Tinto's model; (3) at the private institution, academic integration was seen to have a direct negative effect on academic persistence; and (4) institutional commitment was strongly linked to social integration, but, contrary to theoretical expectations, goal commitment was not associated with academic integration. (AAC)

ED 303 242 PS 017 727

Currie, Charlotte E.
Current Trends in Public School Kindergarten: Full Days and Four-Year-Olds. Research Report.
PUB DATE- Aug 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; *Educational Quality; *Kindergarten; *Preschool Education; *Public Schools; *School Schedules
IDENTIFIERS- *Full Day Programs; *Half Day Programs

Examined are proposals for full-day kindergarten (FDK) and arguments for kindergarten entrance at 4 years of age. Discussion explores possible advantages and disadvantages of FDK and reports on expert opinion regarding full-day programs. Arguments for and cautions against the enrollment of 4-year-olds in public schools are reviewed. Concluding remarks contrast quantity and quality in kindergarten programs. It is asserted that regardless of whether kindergarten children begin school at 4 or 5 years of age, or whether the time allotted to the kindergarten day consists of full or half days, in the long run, the quality of the program must be the primary concern. (RH)

ED 303 346 SE 050 329

Asbestos in the Home.

Consumer Product Safety Commission, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

PUB DATE- Aug 82
NOTE- 14p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Asbestos; Cancer; *Disease Control; *Environmental Education; *Environmental Influences; *Hazardous Materials; Health Education

The United States Government is concerned about asbestos-containing products in the home because sometimes asbestos fibers can be released from these produces. If asbestos fibers are inhaled, certain types of cancer may later develop. Asbestos in homes poses several problems. Household members have little or no protection from exposure to asbestos fibers. Once released, the asbestos fibers may stay suspended in the air for many hours. After they settle, fibers can be stirred up again by a household activity, such as sweeping. During this time, asbestos fibers can be inhaled. Continued presence of asbestos can cause an ongoing risk in the home. The goal of this publication is to help consumers understand the possible hazards of exposure to asbestos and materials containing asbestos in the home. The booklet describes asbestos, where it may be found in the home, and the possible dangers of exposure to asbestos. (CW)

ED 303 422 SP 030 829

DeMoulin, Donald F.; Guyton, John W.
A Measure of Common Variables Associated with Career Stages as Perceived by Principals and Teachers: Validation of a Model for Career Development.

PUB DATE- Nov 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Louisville, KY, November, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Developmental Stages; Elementary Secondary Education; Factor Analysis; Program Validation; *Staff Development; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; Teacher Improvement

This pilot study sought to establish validity of a teacher career development model based on results from previous research which had isolated a series of career stages and several characteristics of each stage. The model was constructed to identify characteristics associated with effective and ineffective transfer of knowledge from teacher to students. Perceptions of principals and teachers regarding 160 characteristics of teachers identified 4 distinct career stages: Provisional, Development, Transition, and Decelerating, each with associated characteristics which made logical sense and appeared to corroborate previous findings of research involving principals. Findings support the need for teacher renewal; the model suggests a framework for matching staff development activities to the classroom and the career stage of the teacher. The appendixes provides a proposed model for instructional development and the survey form listing the 160 teacher characteristics. (JD)

I Can Speak Spanish.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-3020-11; ISBN-88315-822-1
PUB DATE- 86
NOTE- 195p.; For related document, see FL 017 790-792.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Rm. 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjectives; Animals; Class Activities; Classroom Communication; Clothing; *Conversational Language Courses; Family Life; *FLES; Food; Friendship; Holidays; Interpersonal Communication; *Lesson Plans; Numbers; Physical Health; Primary Education; Second Language Instruction; Songs; *Spanish; Transportation; Weather

The guide presents content and techniques for teaching conversational Spanish in the elementary grades. It contains an introductory section and 20 units for classroom instruction. The introduction includes notes on the overall objectives of the course, general guidelines on classroom procedure, and specific techniques for use of the materials included in the guide. The unit topics include: introduction to a new language; greetings, salutations, and farewells; names; classroom commands; the classroom; the days of the week; parts of the body; health and illness; numbers; family and friends; weather, seasons, and months; colors and other adjectives; clothing; animals; snacks; foods; places and transportation; holidays; and other celebrations. The units are designed for kindergarten but also contain information for adaptation for grades 1 and 2. Each unit consists of a list of specific objectives, notes on motivation, a list of necessary materials, procedural notes, a summary, follow-up activities, and additional materials for use with grades 1 and 2. Songs, games, and other activities are included. (MSE)

ED 303 061 HE 021 971

Raddatz, Anita
Crime on Campus: Institutional Tort Liability for the Criminal Acts of Third Parties.
National Association of Coll. and Univ. Attorneys, Washington, D.C.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 25p.
AVAILABLE FROM- National Association of College and University Attorneys, One Dupont Circle, N.W., Suite 620, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Policy; Administrative Problems; *College Administration; College Role; *Court Litigation; *Crime; *Criminal Law; Criminals; Higher Education; *Legal Responsibility; Position Papers; School Safety; *School Security; Victims of Crime
IDENTIFIERS- American Council on Education

To aid colleges and universities in protecting students and other potential victims of crime, a general analysis of the pertinent case law concerning institutional tort liability for campus crime is provided. The analysis of case law explains that lawsuits are usually based on the theory of negligence. Negligence consists of four elements: duty; the breach of duty; cause, as a result of the breach; and resulting injury. Presented also are an explanation of foreseeability, and a conclusion concerning the growing tendency to find institutions liable for campus crime. A statement from the American Council on Education, "Achieving Reasonable Campus Security," is also presented, followed by a bibliography of selected materials on institutional tort liability for campus crimes. Contains 36 references. (KM)

Tierney, William G.
Two Paradigms of Organizational Culture. ASHE 1988 Annual Meeting Paper.
PUB DATE- Sep 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administration; *Administrative Organization; *Cultural Traits; Higher Education; *Institutional Research; *Organizational Climate; Organizational Development; *Social Science Research
IDENTIFIERS- *ASHE Annual Meeting

The different conceptual approaches to organizational culture used in the last decade are discussed to provide clarity for cultural researchers in higher education. Emphasis is on the differences between functional and interpretive perspectives of organizational culture. The underlying assumptions, rationales, and methodological implications are highlighted for each perspective. Recent studies of organizational culture are reviewed to provide an understanding of different conceptual approaches to culture. Organizational metaphors and the cultural view of organizations are discussed, and cultural analysis and organizational administration are explained. It is suggested that organizational behavior in general, and the functional school of organizational culture specifically, are driven largely by the desire for rules and management guidelines. The functionalist intends to highlight principles and concerns of culture so that managers may become more skilled in manipulating cultural variables. Cultural anthropologists and the interpretive schools do not want to be applied problem solvers. The interpretive perspective is more theoretical and less applied. The interpretive approach believes that managers influence organizational meaning and that an awareness of the enactment that occurs in an organization aids in effective management. Contains 35 references. (Author/SM)

ED 303 100 HE 022 120

Louis, Karen Seashore; And Others

University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.

Acadia Inst., Bar Harbor, ME.; American Association for the Advancement of Science, Washington, D.C.; Council of Graduate Schools in the U.S., Washington, D.C.; Sigma XI, The Scientific Research Society.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Nov 88

NOTE- 77p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).

GRANT- NSF-BBS-8711082

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Conflict of Interest; *Deans; *Ethics; *Graduate Study; Higher Education; Integrity; *Moral Values; Research; *School Policy; Student Role; Teacher Role; Values

IDENTIFIERS- *ASHE Annual Meeting

The results of a survey dealing with university policies and ethical issues in research and graduate education are presented. The 1988 survey of graduate school deans addressed concerns increasingly voiced within and without universities about academic and professional ethics in the context of faculty and student roles and activities, curriculum, and policies. The four objectives were to: (1) obtain baseline data on the existence and status of a variety of institutional policies governing research and research related activities by faculty and graduate students; (2) gather data on the incidence and handling of reported cases of conflict of interest/commitment and of misconduct; (3) learn what deans believe will be the most important issues relevant to policies and procedures for research and graduate education in their institutions over the next 5 years; and (4) gauge the importance that institutions of higher education attach to training in ethics and values as part of graduate education and the extent to which such training is occurring. A mailed survey was completed by 259 deans of institutions affiliated with the Council of Graduate Schools. Results are discussed as follows: conflict of interest and misconduct; conflict of interest and the role of graduate students; integrity and misconduct in research and scholarship; values training and socialization; university policies and professional ethics; and the university's moral role in research and graduate education. Twenty tables are included. Contains 19 references. (SM)

ED 303 113   HE 022 140

Carr, David L.
Ethics Across-the-Curriculum.
PUB DATE- Oct 88
NOTE- 13p.; Paper presented at the National Conference on Coherence in the Liberal Arts Curriculum (Denton, TX, October 20-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Ethics; General Education; Higher Education; *Integrated Curriculum; *Liberal Arts; *Professional Education; State Universities
IDENTIFIERS- *Saint Cloud State University MN

One attempt to integrate the aims of liberal and professional education at a public university, St. Cloud State Univesity (St. Cloud, Minnesota), is described. The question of whether professional education precludes a coherent liberal arts curriculum is raised. At St. Cloud, relationships between the liberal arts and professional programs are primarily in the form of discrete requirements for service courses. In 1986, it received funding to implement a program in professional ethics organized around the theme of responsibility in professional life. The St. Cloud program is described, with emphasis on multidisciplinary ethics across-the-curriculum. The major elements include the development of case studies and an all-university seminar in professional ethics. The impact on faculty, students, and curriculum has been dramatic. One of the reasons it has been so successful is because it was built from the ground up. Lessons to be learned from St. Cloud include that integration must be a focus, it must be funded, and it must fit the existing reward system. (SM)

ED 303 128 HE 022 157

Washton, Nathan S.

Developing a Faculty Checklist for Self-Evaluation for Teaching-Learning Effectiveness.

PUB DATE- 13 Oct 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Professional and Organizational Development Network in Higher Education (Keystone, CO, October 13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Check Lists; College Faculty; *College Instruction; Educational Planning; Evaluation; *Faculty Development; Guidelines; Higher Education; Instructional Improvement; *Self Evaluation (Individuals); *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Faculty Evaluation Check List

The development of a faculty self-evaluation checklist is described. The development of this checklist caused many faculty members to ask about what students look for in good teaching. Most faculty members report that using the checklist causes many changes in their teaching. The checklist was developed in three major categories: (1) planning instruction, (2) techniques of instruction, and (3) evaluation of instruction. Planning instruction covers whether the teacher prepared an outline for class instruction, checked with multi-media personnel to determine which audio-visual aids were available for lectures, and knew the students' general background of subject matter. Techniques of instruction covers whether the teacher looked over plans and materials for instruction, used a chalkboard or handouts, maintained professional student conduct at all times, and asked thought provoking questions. Evaluation instruction asks if the instructor observed the faces of the students for boredom or lack of understanding, evaluated student understanding of the lecture, presented questions at strategic times, and provided reliable,

valid written tests. Educational research suggests that more learning occurs when students are actively involved, and when teachers set high, attainable goals, academic performance generally rises to meet those expectations. Contains 15 references. (SM)

ED 303 142 IR 013 600

Planning for Computers in Education: A Resource Handbook. Revised.
Northwest Regional Educational Lab., Portland, OR. Computer Technology Program.
SPONS. AGENCY- American Federation of Information Processing Societies, Montvale, N.J.
PUB DATE- 88
NOTE- 166p.
AVAILABLE FROM- Northwest Regional Educational Laboratory, Office of Marketing, 101 SW Main Street, Suite 500, Portland, OR 97204 ($23.90).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgets; *Computer Assisted Instruction; Computer Software; *Curriculum Development; *Educational Planning; *Educational Resources; Elementary Secondary Education; Facility Requirements; *Staff Development; Technological Advancement

This handbook is designed for use by educators, parents, and computer professionals who can utilize it for special assistance; for locating appropriate, relatively inexpensive, quality materials; and for developing an awareness of the broad spectrum of tasks that are essential to the effective use of computers in schools. The first seven chapters deal with relevant, specific topics: (1) technology program development; (2) curriculum development; (3) staff development; (4) software selection; (5) hardware selection; (6) computer facilities planning; and (7) budgets and funding. Each chapter first presents an overview of the topic, then a checklist, and is followed by an extensive list of resources. Chapter 8 focuses on resources for professional support

and expands the previous lists of resource materials by topic area with a selected guide to national organizations, technical organizations, state level educational technology specialists, and periodicals. The handbook concludes with a glossary of computer terms and a subject index. (CGD)

ED 303 173 IR 052 623

Rodgers, Kay, Comp.
Microcomputers. LC Science Tracer Bullet.
Library of Congress, Washington, D.C.
REPORT NO.- TB-87-9
PUB DATE- Sep 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Science; Computer Software; Databases; Equipment Maintenance; *Information Sources; Library Guides; *Microcomputers; Periodicals; *Purchasing; *Reference Materials; Research Reports; Textbooks; User Needs (Information)
IDENTIFIERS- *Library of Congress

This guide to materials on microcomputers that are available in the Library of Congress is designed to assist individuals in the process of determining the need for a microcomputer, selecting the most appropriate one, understanding its use, and developing the ability to exploit its full potential. Buying guides, evaluations, and books on individual systems are listed to assist persons considering the purchase of a microcomputer with information on what these machines can do and the software that is available. References to books on maintenance and repair are also included. A brief explanation of the scope of the topic introduces the references, which are listed in the following categories: (1) introductions to the microcomputer (2) subject headings; (3) selected buying guides; (4) basic texts; (5) additional texts; (6) related texts; (7) handbooks, manuals, encyclopedias, and dictionaries; (8) catalogs; (9) maintenance and repair; (10) bibliographies; (11) state-of-the-art reviews and conference proceedings; (12) government publications; (13) abstracting and indexing services; (14) online databases; (15) journals; (16) representative journal articles; (17) indexes to reports; (18) selected technical reports; (19) selected vertical file materials; and (2) associations that can provide additional information. (CGD)

ED 303 228   JC 890 087

Hanna, John; And Others
Vocational Training for Economic Development: A Report on the Business/Industry Relationships with the Kansas Community Colleges and Area Vocational-Technical Schools, 1987-88 Academic Year.
Kansas State Dept. of Education, Topeka. Div. of Community Colleges and Vocational Education.
PUB DATE- Feb 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Economic Development; *Job Training; *Labor Education; Labor Force Development; *School Business Relationship; State Surveys; *Technical Education; Two Year Colleges; *Vocational Education; Vocational Schools; Vocational Training Centers
IDENTIFIERS- *Kansas

The public community colleges and area vocational schools in Kansas have expanded their offerings beyond the usual one- and two-year programs of study to provide customized vocational training for business and industry. The vocational training may involve courses and programs of study designed specifically for a particular business or individual employee or group employees. It may also consist of the adaptation of existing courses and programs of study to particular economic development needs. During the 1987-88 school year, the community colleges and vocational schools: (1) served 1,161 businesses and 44,491 employees with credit courses and noncredit services; (2) provided an average of 1,314.16 hours of vocational training to each business/industry for a total of 1,525,735 hours of training; (3) offered 406,552 hours of customized training to 25 business and 1,489 employees through the Kansas Industrial Training Program; (4) offered over 3,762 courses in 269 programs; (5) served 5% more employees than in 1986-87; and (6) provided an average of 34 hours of instruction to each employee served. The bulk of this report consists of appendixes that provide a partial listing of the vocational training activities of each college and vocational-technical school, a list of customized and specialized training programs, instructions for reporting economic

development activities, and the fiscal year 1989 goals of the Kansas State Department of Education. (AAC)

ED 303 257 PS 017 767

Brandt, Chet
Making Prevention a Way of Life: The Importance of Infant Development.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attachment Behavior; *Child Development; *Early Childhood Education; Models; *Outcomes of Education; Prevention; Social Change; Stranger Reactions; *Young Children
IDENTIFIERS- *Ainsworth Strange Situation Procedure; *Paradigm Shifts

The recent increase in emphasis on the impact of early childhood experience on subsequent human development constitutes a change in the conceptual framework of the study of early childhood development. Anyone who is interested in prevention and intervention needs to be aware of the particulars of the debate on the strengths and weaknesses of the new paradigm, and to address the issues raised by the new research on infancy. This article provides a brief sampling of aspects of the debate. The article: (1) describes the role of family needs and service overload in the social context of the debate; (2) reviews recent attachment research from Bowlby through Ainsworth to Belsky; (3) discusses the Strange Situation; and (4) considers the controversy about day care that Belsky's research has engendered. Belsky's findings led him to assert that day care, and particularly full-time day care (care of more than 20 hours per week), was a risk factor. Researchers criticized Belsky's work for its dependence on the Strange Situation procedure, for its use of an insufficient number of studies as the basis for a broad generalization, and for the policy implications of the generalization. An extensive bibliography is provided. (RH)

ED 303 315 RC 016 965

Eisenberg, Helen; Eisenberg, Larry
The Omnibus of Fun. Volume 1. A Treasury of Fun for Recreation Leaders.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-109-2
PUB DATE- 88
NOTE- 168p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Camping; *Games; *Group Activities; Holidays; *Humor; Leaders Guides; *Physical Activities; Planning; *Recreational Activities
IDENTIFIERS- *Parties (Social Gatherings)

This book offers ideas on recreational planning and activities to a variety of recreational leaders in diverse situations. Chapter 1 on event organization includes (1) details for the planning committee to consider; (2) devices to get things started; (3) types of group activities for crowded places, big meetings, and camp; (4) fun that develops international and intercultural appreciation; (5) the importance of publicity; (6) qualifications of a master of ceremonies; and (7) unusual refreshments. Chapter 2 contains 120 ideas on which to build a party. Chapter 3 covers banquet plans and mealtime fun, with activities tailored to holidays and special occasions. The remaining five chapters feature group starters, use of humor, mixers, quiet games, and equipment and skill games. Most games involve physical activity, although there are also examples of verbal games, and art activities. Each game description includes group size, age of participants, and time needed. (SV)

SE

ED 303 331 SE 050 285

Erdmann, Charlotte A., Comp.
Selective Guide to Literature on Mining Engineering. Engineering Literature Guides, Number 6.
American Society for Engineering Education, Washington, D.C.
REPORT NO.- ISBN-0-87823-106-4
PUB DATE- 85
NOTE- 43p.; For other Engineering Literature Guides see ED 295 834, SE 050 279-286.
AVAILABLE FROM- American Society for Engineering Education, 11 Dupont Circle, Suite 200, Washington, DC 20036 ($5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Science; Educational Technology; Engineering; *Engineering Education; Engineers; Information Networks; *Information Services; Information Systems; *Information Technology; *Mining

The multidisciplinary field of mining engineering offers many challenges. Often, many sources must be used to solve a problem. This document is a survey of information sources in mining engineering and is intended to identify those core resources which can help engineers and librarians to find information about the discipline. Sections include: (1) "Guides to the Literature"; (2) "Bibliographies"; (3) "Dictionaries"; (4) "Handbooks and Manuals"; (5) "Directories"; (6) "Indexing and Abstracting Services" and (7) "Computer Databases." This bibliography does not cover the areas of metallurgy, mineralogy, or geology. (CW)

ED 303 376 SE 050 368

Simmons, Patricia E.
Problem Solving Behaviors of Successful and Unsuccessful Subjects Leading to a Genetics Problem Solving Model.
PUB DATE- 13 Apr 88
NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; *College Science; *Computer Simulation; *Genetics; Higher Education; Logical Thinking; *Naturalistic Observation; *Problem Solving; Science Education; Secondary Education; *Secondary School Science

An integral part of the curriculum in introductory biology courses is the study of Mendelian genetics. Results from genetics learning studies and needs assessments demonstrated the need for additional intensive research in biology education and genetics learning. There exists a lack of detailed information describing reasoning patterns and processes of learners solving genetics problems using an interactive medium to explore their ideas and test hypotheses. The purposes of this study were to: (1) explore problem solving behaviors and genetics concepts employed by experts and novices during interaction with a genetics computer simulation; and (2) examine, extract, and analyze common and unique characteristics of successful and unsuccessful subjects. Three experts (Ph.D.s in Biology) and ten novices (advanced biology secondary students) participated in the study. Two experts and two novices exhibited the most complex patterns of problem-solving sequences and principally used problem-solving sequences. These were the successful subjects. The least successful subjects, five novices, exhibited more random approaches during problem solving. An intermediate group of less successful problem solvers exhibited some of the problem solving sequences of successful subjects. Included are tables, diagrams, and a list of references. (RT)

SO

ED 303 392 SO 019 626

Swedberg, Gertrude L.

Gender Balancing the Curriculum with Faculty/Student Teamwork: A Case Study.

PUB DATE- 22 Jun 88
NOTE- 10p.; Paper presented at the Annual Meeting of the National Women's Studies Association (10th, Minneapolis, MN, June 22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Courses; *Curriculum Development; *Curriculum Enrichment; *Females; Higher Education; Program Descriptions; Program Implementation; *Scholarships; Student Participation; *Womens Studies
IDENTIFIERS- Consciousness Raising; *Eastern Washington University

A five-year pilot project was initiated at Eastern Washington University (Cheney, Washington) in 1983 to integrate women's scholarship into the university's traditional disciplines. The existing women's studies curriculum committee acted as the project's steering committee and offered assistance to the faculty through selected student resource persons. The resource persons selection was based on their knowledge of the discipline and research skills. Some curriculum innovations by these students included textbook analysis for gender balance, the compilation of information packets, additional lecture materials, guest speakers, and a questionnaire designed to explore business students' attitudes towards women's issues in business. As a result of the project: (1) specific curriculum changes in social work, biology, art, and black studies were incorporated; (2) a brochure describing the project was developed and disseminated; (3) project materials were organized and placed in binders for university departments; and (4) a feminist theory research program series was initiated. The final evaluation of the project has yet to be conducted, but the project will become statewide in the next academic year through three workshops. (DJC)

ED 303 407 SO 019 671

Gore, Deborah, Ed.
From Iowa to the White House.
Iowa State Historical Dept., Iowa City.
PUB DATE- Sep 88
NOTE- 31p.
AVAILABLE FROM- State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, IA 52240 ($5.00 per subscription, $25.00 classroom rate).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Biographies; Class Activities; Intermediate Grades; Junior High Schools; *Presidential Campaigns (United States); *Presidents of the United States; *Social Studies; *State History
IDENTIFIERS- *Hoover (Herbert); *Iowa

Prepared for middle school students, this magazine issue covers presidential campaigns, the election process, and Herbert Hoover, an Iowan native. The articles include: (1) "Meet Clara Bell, 1848"; (2) "On the Campaign Trail"; (3) "Caucus Spotlight" (K. B. Brosseau); (4) "Kids Ask the Candidates"; (5) "Belva Lockwood" (S. Wood); (6) "Herbert Hoover: From Iowa to the White House" (K. M. Smith); and (7) "Living in the White House: A Talk with President Herbert Hoover's Granddaughter" (K. M. Smith). Other features focus on the U.S. election process, Iowa as the site of the first political caucuses, and presidential trivia, while the student activities include scrambled words, political cartoons, an election game, a short answer exercise on voting, and a computer program puzzle. (DJC)

ED 303 439 SP 030 857

Stiggins, Richard J.; Conklin, Nancy Faires
Teacher Training in Assessment.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 88
NOTE- 27p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; Higher Education; *Preservice Teacher Education; *State Standards; *Student Evaluation; Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs

This paper explores the issues related to teacher training in assessment as they manifest themselves in the Pacific Northwest. Careful analyses were conducted of state laws in Alaska, Hawaii, Idaho, Montana, Oregon, and Washington to find out what these laws require in the area of student assessment training. Assessment course offerings in the most prominent teacher training programs in the region were examined to determine how frequently teachers are offered training in assessment and exactly what they are taught. The goal of the study was to determine teacher training priorities in the Northwest and to compare those findings with the results of a decade-long study of the task demands of classroom assessment. Discrepancies between the real assessment needs of teachers and the needs addressed (or not addressed) in their training programs suggest policies in need of reexamination, certification requirements in need of review, and teacher training curricula in need of revision. (JD)

ED 303 087 HE 022 107

Ambrose, Charles M.
A Comparison of Faculty Members' and Administrators' Definitions of, and Attitudes toward, Academic Freedom. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Academic Freedom; Administrative Policy; *Administrator Attitudes; College Environment; College Faculty; Comparative Analysis; Conflict Resolution; Definitions; Department Heads; *Faculty College Relationship; Higher Education; State Surveys; State Universities; *Teacher Attitudes; *Teacher Rights
IDENTIFIERS- *ASHE Annual Meeting; Georgia University System

A study was conducted to see if differences in attitudes and definitions exist between faculty and administrators toward the concept of academic freedom. The purpose was to gain a better understanding of their attitudes toward, and the perceptions of, academic freedom and compare those perceptions to the academic freedom general taxonomy. Academic administrators, department chairs, and full-time faculty members in the 15 senior colleges in The University System of Georgia received survey instruments that focused on the following five areas: (1) an individual faculty member's political or religious beliefs; (2) teaching and classroom discussions; (3) research and scholarship; (4) personal conduct outside the classroom; and (5) institutional academic freedom. Statistical analysis reveals all three groups share a common, high opinion concerning the value of academic freedom, but differences were found in defining the scope of academic freedom. It is suggested that potential differences exist on campus among faculty, department chairs, and administrators that may lead to conflicts and challenges related to academic freedom. A review of campus policies and procedures by academic policy-makers related to the broad areas identified by this study may reduce the potential for legal actions within the academy. An appendix notes 16 case studies derived from actual court cases used in the survey questionnaire. Contains 14 references. (SM)

ED 303 158 IR 013 628

Burroughs, W. Jeffrey; Ryan, John
Toy-Based Programming and Childrens Knowledge of Products.
PUB DATE- Apr 88
NOTE- 6p.; Paper presented at the Southeastern Psychological Association Conference (New Orleans, LA, March 30-April 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Television; Males; Merchandising; *Programing (Broadcast); *Retention (Psychology); Television Research; *Television Viewing; *Toys; *Visual Stimuli; Young Children

This study explored children's play behavior as it may be influenced by a particular type of television programming, i.e., shows based on commercially available toys. Subjects were two groups of 5- to 6-year-old and 7- to 8-year-old boys who were exposed to a representative program, The Transformers, which features the Transformer toys. Exposure to the programming was assessed using a self-report with parent verification, while familiarity with the toys was assessed through two ranking tasks and three character identification tasks. The results showed that toy-based programming is an effective tool in imparting knowledge about the toy products associated with the programs. Heavy viewers were able to name more of the 10 representative toys that had been selected for the study than light viewers. The heavy viewers were also more familiar with the attributes of the toys that are based on the scripts of the programs. Some differences were found based on age, with older boys showing greater familiarity than younger boys. (1 table) (EW)

ED 303 187 IR 052 647

Kroll, H. Rebecca
Language, Leadership and Librarians.
PUB DATE- 10 Jul 88
NOTE- 17p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Skills; *Leadership Styles; *Librarians; *Library Administration; Library Planning

This paper examines the use of language as a tool to gain a position of leadership, to improve the caliber of leadership, or to expand the territory of leadership in any situation, and in libraries in particular. The discussion begins with a brief analysis of the process of spoken, written, and nonverbal communication, with an emphasis on nonverbal forms. An overview of the literature of leadership and a review of ways to approach the analysis of leadership are then provided, and the concepts of communication and leadership are related. Applications of the language of leadership in various library situations are then discussed, including interacting with colleagues and patrons and planning. (7 references) (MES)

ED 303 243   PS 017 729

Kurz-Riemer, Karen; And Others
Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children.
Minnesota Youth Coordinating Board, Minneapolis.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.
PUB DATE- Dec 87
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Cooperation; Costs; Delivery Systems; Early Childhood Education; *Ecological Factors; Family Programs; Guidelines; Organization; Parent Child Relationship;

*Parent Participation; *Prevention; Program Descriptions; *Program Implementation; *School Readiness; Social Services
IDENTIFIERS- *Minnesota (Minneapolis); Prenatal Care

A coordinated continuum of comprehensive, community-based services that help Minneapolis parents meet the developmental needs of their children from birth through the fifth year is proposed as a way to increase children's readiness for school. After an executive summary and brief introductory chapter, contents of the document focus on: (1) key themes related to intervention, implementation, delivery services, planning and evaluation, and other topics; (2) the conceptual framework of the plan; (3) dimensions of the plan; (4) implementation guidelines; and (5) related issues. The conceptual framework covers such topics as school readiness, an ecological perspective, a prevention-oriented approach, targeted services, prenatal outreach services, family support, home visits, and means of enhancing the parent-child relationship. The plan for the early childhood school readiness program consists of five components: community linkages, a direct services continuum, public education and outreach, education and training, and research and evaluation. Implementation is discussed in terms of organizational structure, timeline, cost and funding. Issues concerning mobility are also considered. Six appendices provide related materials, such as an article on early prevention, and a description of Minnesota's early childhood family education programs. (RH)

ED 303 272 PS 017 792

Daniel, Larry G.
Introducing New Organizational Structures in Education: The Importance of Understanding the Formation of Organizational Cultures.
PUB DATE- 17 Feb 89
NOTE- 29p.; Portions of document contain light print. Paper presented at the Annual Meeting of the Louisiana Educational Research Association (New Orleans, LA, February 17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cultural Influences; *Educational Change; Educational Innovation; Elementary Education; *Kindergarten; *Middle Schools; Organization; Organizational Climate; *Public Schools; Values
IDENTIFIERS- *Organizational Culture

Differences in the success of the kindergarten and the middle school as educational innovations are discussed in an effort to illustrate the impact that organizational culture can have on the adoption of educational structures. Preliminary discussion reviews theoretical and empirical literature on organizational culture, levels of culture, features of culture in educational organizations, and the role of organizational culture in change. Subsequent discussion focuses on cultural effects on the kindergarten and middle school. The kindergarten serves as an example of an innovation which developed with little difficulty into a vital part of the educational system. But the middle school was an innovation that encountered mixed success. It is argued that the strong cultural values and assumptions resulting from the early success of kindergarten programs facilitated the eventual adoption of the kindergarten as an integral level of the schooling structure. In contrast, the middle school, which was introduced without a common awareness of the value system underlying its creation, was thrust upon teachers and administrators before needed cultural changes could develop to undergird structural change. It is concluded that the future success of the middle school may depend on the construction of a culture of middle school values and assumptions. About 50 references are cited. (RH)

ED 303 287 RC 016 887

Brizius, Jack A.; And Others
Education Reform in Rural Appalachia, 1982-1987.
State Research Associates, Lexington, KY.
SPONS. AGENCY- Appalachian Regional Commission, Washington, D.C.
PUB DATE- Jun 88
NOTE- 200p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; Educational Research; *Educational Trends; Elementary Secondary Education; Interviews; Mail Surveys; Rural Education; *Rural Schools; *School Districts; School Surveys;

*Small Schools; State Aid; *State Legislation; State Programs; State Standards
IDENTIFIERS- *Appalachia; Small School Districts

This study examines the effects of recent statewide education reforms on small, rural schools in 13 Appalachian states. Education reform measures passed in the Appalachian states during 1982-1987 focused on improving schools through the following major approaches: (1) increased accountability through testing students and changing accreditation standards for schools; (2) higher minimum standards in schools and mandated curriculum improvements; (3) changes in teacher compensation, certification, and professional development; (4) new programs to improve administration and leadership; (5) mandated programs for special populations; and (6) increased state aid and changes in financial aid formulas. Forty-seven responses from a mail survey of 114 rural school districts and interviews with 80 state policymakers and local education officials indicate that (1) reform implementation has stretched the administrative and financial capacity of rural school districts; (2) new curricula requirements have forced innovative approaches such as teacher sharing between districts and the use of technology in classroom instruction; (3) student test scores have improved over the past four years, but dropout rates remain high; (4) programs for special populations have added to the resources of rural schools; and (5) despite large increase in state aid to rural school districts, school improvements have required increases in local financing as well. Appendices outline the research methodology, summarize education reforms enacted and implemented in each of the 13 states since 1982, present the survey results, and include the interview questions. The report contains 88 references. (SV)

ED 303 301 RC 016 939

McAlpine, Amy; And Others
Student-Teachers Learning from Experienced Teachers.
Scottish Council for Research in Education.
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Jun 88
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Observation Techniques; Cooperating Teachers; *Educational Research; Experimental Programs; Foreign Countries; Higher Education; Interviews; *Lesson Observation Criteria; *Student Teachers; Teacher Education; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Scotland

This document provides part of a final report to the Scottish Education Department on a study of student teachers' observations of and interviews with cooperating teachers. The purpose of the research was to help student teachers acquire an understanding of and control over teaching methods. The findings are from experiments with three samples of student teachers undergoing their initial training in Scotland. The first sample consisted of eight students at the start of their first college term. They were based at the same school to observe teachers. The second sample comprised four students, each having completed one college term, based at different schools for their observations. The third sample comprised four student teachers assigned to the same school in departments according to their areas of specialty. All the students were instructed on how to interview cooperating teachers after their observation sessions. The substance and success of these interviews were then assessed by researchers. The document offers reactions to the experiment by students and teachers. Students were asked whether the interviews helped them gain a fuller understanding of the observed teaching. Cooperating teachers were asked about the positive and negative aspects of having student teachers discuss classroom methods with them. The students' interviews were compared with the researchers' recommended approach and assessed for the success in eliciting the desired information from teachers. No obvious differences among the three samples were apparent. The students had generally favorable opinions of the interviews. All the cooperating teachers also responded favorably. There is some discussion about modifying and institutionalizing the procedure. (TES)

ED 303 362 SE 050 351

Chomsky, Carol; And Others

Doing Science: Constructing Scientific Theories as an Introduction to Scientific Method. Scientific Theory and Method Project (STAMPS). Technical Report.

Educational Technology Center, Cambridge, MA.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ETC-TR-85-23
PUB DATE- Nov 85
NOTE- 93p.
CONTRACT- NIE-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; Computer Software; *Computer Uses in Education; *Hypothesis Testing; Learning Processes; Learning Strategies; Pilot Projects; *Science Instruction; Scientific Concepts; *Scientific Methodology; Secondary Education; *Secondary School Science

The Scientific Theory and Method Project (STAMPS) is concerned with students' understanding of two areas of science in secondary schools. One is understanding what a scientific theory is, and the other is understanding the methods used in conducting scientific research. In the science curriculum these topics are often described as the process of science as opposed to scientific facts. Students, along with learning about the content of the different scientific disciplines, need an emphasis on the scientific process as well. Two questions are considered concerning students engaging in various activities presented to them: (1) how do students think about these problems; and (2) what kinds of activities and materials are best suited for this kind of introduction to the scientific method? Three components of a unit dealing with these questions have been developed and piloted. The computer program "The King's Rule" was used to introduce hypothesis formation and testing. The program "The Scientific Method" was used to study experimental conditions and the effects of phenomena under investigation. The third unit experiments with natural language phenonema. The pilot program is presented along with excerpts and transcripts taken during trials of the program. (MVL)

Calhoun Community College 1989 Fact Book.

John C. Calhoun State Community Coll., Decatur, AL.

PUB DATE- 89
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Educational Finance; *Enrollment; Expenditures; Financial Support; Income; *Institutional Characteristics; School Business Relationship; *School Personnel; *Student Characteristics; Two Year Colleges

This compilation of charts and tables provides a statistical profile of the three campuses of John C. Calhoun State Community College, including 1988 data and figures from previous years where appropriate. Student data cover enrollments by full-/part-time status, program, gender, geographical source, residence, ethnicity, age, and campus. In addition, information is provided on graduates by division and campus and on financial aid awards. Charts showing the characteristics of full-time teaching faculty by campus are followed by a table showing the positions occupied by full-time personnel at Calhoun Community College. Information on revenues and expenditures and on external funding is followed by statewide data on fall headcount for all junior and technical colleges in Alabama. The final tables deal with training for business and industry, and companies employing five or more Calhoun students and/or members of their families. (AJL)

ED 303 347 SE 050 330

Glossary of Environmental Terms and Acronym List.
Environmental Protection Agency, Washington, D.C. Office of Public Affairs.
REPORT NO.- OPA-87-017
PUB DATE- Aug 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Abbreviations; *Definitions; *Environment; Environmental Education; *Glossaries; *Public Agencies; *Vocabulary
IDENTIFIERS- Environmental Protection Agency

This glossary was designed to help explain the more commonly used environmental terms which appear in Environmental Protection Agency (EPA) publications, news releases and other agency documents available to the public. These terms were selected to give a general sense of what a term or phrase means in relatively non-technical language. The terms came from previous lists, internal glossaries, and suggestions made by agency groups. Chemicals and pesticides frequently referred to in agency publications have been included. The definitions and information supplied do not necessarily constitute the official definitions used for regulatory purposes by the EPA. Also included is a list of acronyms used by the EPA and referred to in their publications. (CW)

ED 303 423   SP 030 834

Kuhlman, Jolynn S.; Beitel, Patricia A.

Interrelationships among Age, Sex, and Depth of Sport Experience on a Complex Motor Task by 4- to 9-Year Old Children.

PUB DATE- 10 Jun 88

NOTE- 27p.; Paper presented at the Annual Conference of the North American Society for the Psychology of Sport and Physical Activity (Knoxville, TN, June 10, 1988). For related document, see SP 030 835.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Age Differences; Athletics; Elementary Education; *Experiential Learning; *Perceptual Motor Learning; *Performance Tests; *Sex Differences; Soccer; *Team Sports; Young Children

Age, gender, and/or previous experience seem to be related to the performance/learning of new perceptual motor tasks. This study sought to determine the relative interrelationships of age, gender, and the depth of sport experience on initial practice of a complex perceptual motor soccer task for 46 children 4- to 9-years-old who were enrolled in a community center day camp. Depth of sport experience was identified by the amount of time the child had played organized competitive sports. Each performance was evaluated by performance time, movement accuracy, and goal attainment. The test involved moving one's self through a stationary environment while controlling and interacting with a moving soccer ball. It was concluded that age and experience are most important to the quality of performance, and there were no constructs related to consistency for this age group. It is suggested that experience negates gender effects in children for the initial performance of complex perceptual motor tasks. Eleven figures are included. (JD)

ED 303 049 FL 017 792

I Can Speak Italian.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-3050-11; ISBN-0-88315-824-8
PUB DATE- 86
NOTE- 182p.; For related documents, see FL 017 790-791.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Rm. 613, Brooklyn, NY 11201 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjectives; Animals; Class Activities; Classroom Communication; Clothing; *Conversational Language Courses; Family Life; *FLES; Food; Friendship; Grade 1; Grade 2; Holidays; Interpersonal Communication; *Italian; *Lesson Plans; Numbers; Physical Health; Primary Education; Second Language Instruction; Transportation; Weather; Word Lists

The guide presents content and techniques for teaching conversational Italian in the elementary grades. It contains an introductory section and 20 units for classroom instruction. The introduction includes notes on the overall objectives of the course, general guidelines on classroom procedure, and specific techniques for use of the materials included in the guide. The unit topics include: introduction to a new language; greetings, salutations, and farewells; names; classroom commands; the classroom; the days of the week; parts of the body; health and illness; numbers; family and friends; weather, seasons, and months; colors and other adjectives; clothing; animals; snacks; foods; places and transportation; holidays; and other celebrations. The units are designed for kindergarten but also contain information for adaptation for grades 1 and 2. Each unit consists of a list of specific objectives, notes on motivation, a list of necessary materials, procedural notes, a summary, follow-up activities, and additional materials for use with grades 1 and 2. Songs, games, and other activities are included. (MSE)

ED 303 062 HE 021 972

Wensyel, James W.
Campus Public Safety and Security, with Guidance as Well for High Schools and Private Secondary Schools.
REPORT NO.- ISBN-0-398-05320-0
PUB DATE- 87
NOTE- 204p.
AVAILABLE FROM- Charles C Thomas, Publisher, 2600 South First St., Springfield, IL 62794-9265 ($34.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Administrative Problems; *Administrator Role; College Role; *Crime Prevention; Criminals; Crisis Intervention; Drug Abuse; Higher Education; High Schools; Private Schools; School Role; *School Safety; *School Security; Secondary Education; Security Personnel; Student Behavior; Victims of Crime

Intended for school administrators from the middle school to the university level, the development and maintenance of an effective campus security program are discussed. The leadership role of the school's administrator is stressed and the use of security and safety teams, traffic studies and other measures, to identify security risks and evaluate protective measures, is discussed. Considerable attention is paid to the selection, organization, training, equipping, and operations use of the campus security force. Safety and security measures for athletic events, libraries, museums, galleries, and retail facilities are also addressed, as are problems of campus drugs, student disorders, and crisis intervention. A subject index is provided. (Author/KM)

ED 303 114 HE 022 141

A Study of Transfer Students at Public Institutions of Higher Education in North Dakota.

North Dakota State Board of Higher Education, Bismarck.; North Dakota Univ., Grand Forks. Bureau of Educational Services and Applied Research.

PUB DATE- Jun 88

NOTE- 44p.; Portions printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; *Articulation (Education); *College Transfer Students; Enrollment; Higher Education; *Public Colleges; State Surveys; *Student Attitudes; Student College Relationship; Student Mobility; Transfer Policy

IDENTIFIERS- *North Dakota

A four-part study conducted during 1987-88 examined transfer among public institutions of higher education in North Dakota to assess the impact of the transfer process on college students. Focus was on the process of transferring credits from one public North Dakota campus to another and also on the opinions of the transfer students. The four parts consist of an investigation of the transcripts of transfer students, a postcard survey of transfer students, a phone interview of dissatisfied transfer students, and an interview of academic advisors of transfer students at the University of North Dakota, North Dakota State University, and Minot State University. Statistics show 77% of all students received credit for all courses taken at the previous campus, and 97% of all credits transferred between North Dakota public institutions of higher education were accepted. Also, 85% of new transfer students were satisfied with the transfer experience. Dissatisfied students were less likely to have planned ahead for transfer than satisfied ones. The primary reasons for dissatisfaction included changing academic calendars and specific courses not transferring to the new institution. The most common complaint heard by faculty advisors was the unavailability of classes when transfer students registered. Among the findings are the following: the semester/quarter situation creates some problems; the transfer process is as much a problem as the potential loss of credits; earlier registration for transfer students would help; and extra academic advising would help returning students. Two appendices provide tables showing a transcript analysis in detail and dissatisfied student telephone survey responses. (SM)

ED 303 129   HE 022 158

Smoot, Joseph G.
Development Achievements at Pittsburg State University for Fiscal Year 1988.
Pittsburg State Univ., Kans.
PUB DATE- 88
NOTE- 253p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alumni; Case Studies; Donors; *Educational Finance; Endowment Funds; *Fund Raising; Higher Education; *Institutional Advancement; Philanthropic Foundations; *Private Financial Support; School Business Relationship
IDENTIFIERS- *Pittsburg State University KS

The development report for Pittsburg State University's (PSU) fiscal year 1988 is presented. The most important objective of PSU's development program is to provide funding beyond the state support in order to distinguish the university among its U.S. peers. Chapters include an overview of FY 1988 development activities, the Annual Fund, the campaign for distinction, the PSU Foundation, and development plans for FY 1989. Total private support for PSU for fiscal year (FY) 1988 was $2,025,353, compared to $2,067,069 in FY 1987. There were 3843 alumni donors who made gifts to PSU. Foundation support of PSU amounted to $72,002 for FY 1988. Of cash gifts, bequests accounted for $389,191 while business support came to $377,393. The Annual Fund increased to $667,195 in FY 1988 compared to 1987's $399,643. The PSU Foundation Investment Funds amounted to $5,854,853 at the end of FY 1988. Thirteen appendices are listed as follows: annual development calendars; comparative CFAE tables; annual fund and capital campaign; contributing organizations; matching gift companies; corporations and business contributions; Office of Research Proposals and Grants; bequests to Pittsburg State University; phonathon report; establishment of the KRPS-FM radio station; PSU foundation by-laws; alumni chapters and officers; and Pittsburg State University Volunteers on boards and advisory councils. (SM)

ED 303 143 IR 013 613

Vitchoff, Lorraine G.

Improving the Consistency in Which Teachers of Grades Fourth through Sixth Use Microcomputers To Assist Instruction.

PUB DATE- 88

NOTE- 91p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; Check Lists; Classroom Techniques; *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Inservice Teacher Education; Intermediate Grades; *Microcomputers; Principals; *Teacher Attitudes

Primarily designed to increase the use of the microcomputer in the classroom as a supplement to instruction, this practicum also provided training for teachers in grades 4 through 6 and their principal in a setting which was intended to be functional and nonthreatening to the participants. The 10 participating teachers were given a pre-self-evaluation checklist, and then were trained in computer software and hardware use. In addition, a software catalog was established together with a process to requisition software. Data were collected via pre- and post-evaluation checklists and a tally of the software requisitioned by the study participants. Analyses of these data showed that the behavioral expectations of the practicum had been met, as the teachers and the principal demonstrated an understanding of how to work with a personal computer, a procedure for distributing computers and software was used by the teachers and the principal, and the teachers and the principal became aware of the software that is available in their building. Supporting materials, copies of the two checklists, and the survey results are presented in 21 appendixes, and 20 references are provided. (EW)

ED 303 174 IR 052 624

Evans, Joanna, Comp.; Carter, Constance, Comp.
Optical Disk Technology. A Brief Guide to Materials in the Library of Congress. LC Science Tracer Bullet.
Library of Congress, Washington, D.C.
REPORT NO.- TB-87-12
PUB DATE- Nov 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Science; Guides; Information Retrieval; *Information Sources; Information Storage; Library Guides; *Optical Data Disks; Periodicals; Preservation; *Reference Materials; Research Reports; Technological Advancement; Textbooks; User Needs (Information)
IDENTIFIERS- *Library of Congress

This guide to materials on optical disks is designed to aid an individual in pursuing the study of optical disk technology through a review of the literature in the collections of the Library of Congress. A brief explanation of the scope of the topic introduces the references, which are listed in the following categories: (1) introductions to optical disk technology; (2) subject headings; (3) basic texts; (4) additional titles; (5) directories and guides; (6) bibliographies; (7) conference proceedings; (8) reports on the Library of Congress Optical Disk Pilot Project; (9) abstracting and indexing services; (10) journals; (11) selected representative articles; (12) indexes to reports; (13) selected technical reports; (14) selected vertical file materials; and (15) associations that can provide additional information. (CGD)

ED 303 215 JC 890 072

Usera, John J.
Labette Community College: Analysis of Alumni Survey Results for 1987 and 1988 Graduates.
Labette Community Coll., Parsons, KS.
PUB DATE- Feb 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

In fall 1988, a survey was conducted of a sample of 1987 and 1988 graduates of Labette Community College (LCC) to determine their educational experiences, employment status, and satisfaction with the college's programs and services. Questionnaires were mailed to 314 of the 444 students who graduated in 1987 or 1988. Study findings, based on a 33.5% response rate included the following: (1) the majority of the respondents were female, Caucasian, and single or divorced; (2) 43.6% entered LCC several years after high school; (3) respondents attended LCC for an average of 2.28 years; (4) the three major reasons given for attending LCC were availability of a particular course or program, convenient location, and low cost; (5) respondents were satisfied or very satisfied with the faculty, quality of instruction, and the institution in general, and dissatisfied with student housing; (6) 77.4% attended LCC to acquire a job-ready professional skill; (7) though only 13.1% had enrolled at LCC to prepare for transfer, at the time of the survey 30.9% were attending a four-year institution; (8) 55.3% were employed full time; and (9) 43.6% indicated that they had been prepared "very well" for their chosen occupation. The survey instrument and open-ended comments are attached. (AAC)

ED 303 229 JC 890 088

Head, Ronald B.
PVCC New Student Profile, Fall Semester 1988. Research Report Number 2-89.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Feb 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; *College Transfer Students; Community Colleges; *Enrollment Trends; Full Time Students; Part Time Students; Place of Residence; *Student Characteristics; Two Year Colleges; *Two Year College Students

Fall 1988 enrollment data were analyzed to produce a profile of new students at Piedmont Virginia Community College (PVCC) in terms of their sex; race; age; residence; enrollment status as full-/part-time, day/evening, or in-state/out-of-state; program; and degree objective. Relevant data on first-time, transfer, and continuing students were obtained from the Student Enrollment Booklets published by the Virginia Community College System. Study findings included the following: (1) 18.7% of the students enrolled at PVCC in fall 1988 were first-time students, 15.8% were transfer students, and 65.5% were returning students; (2) between fall 1987 and fall 1988, student enrollment decreased by 3.7%, including a decrease of 1.3% among first-time students and 3.6% among transfer students; (3) while the proportion of new to returning students remained fairly constant betwen 1984 and 1988, the proportion of first-time to transfer students was affected by a sharp plunge in the number of first-time students between 1984 and 1985 and a concurrent increase in the number of transfer students; (4) the percentage of black first-time students (10.4%) was much higher than that of black transfer students (5.6%); (5) over 30% of the first-time students attended full-time, compared to only 10.1% of the transfer students; and (6) a comparison of PVCC's new student profile with statewide figures on new students revealed that the typical PVCC student was more likely to be female, white, and older. (AAC)

ED 303 258 PS 017 768

Kleiner, Kathleen A.
Infants' Recognition of Facial Expressions from Partial Features of the Face.
PUB DATE- Aug 88
NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Facial Expressions; *Infant Behavior; *Recognition (Psychology); Research Design; *Visual Stimuli
IDENTIFIERS- *Facial Features; *Facial Recognition

A total of 80 infants who were 7 months old were asked to discriminate happy and surprised expressions based on compound or component changes in the eyes, mouth, or entire face. Four stimuli were employed: black and white photographs of a Caucasian female modeling happy and surprised expressions, and two hybrid expressions created by transposing eye and mouth regions from original stimuli. Ten infants were tested in each of eight recognition memory conditions. In four of the conditions, infants discriminated stimuli based on changes in a single component. In the remaining four conditions, infants were asked to recognize expression changes when compound changes occurred. The index of recognition was a novelty preference score, which was the total fixation time for the more novel pattern divided by the total fixation time for both the novel and familiar patterns. When the infants were asked to recognize the familiar expression in the component conditions, they were successful when the change occurred in the mouth region. In the compound change conditions, the infants were again most sensitive to changes in the mouth. When changes occurred in the eye region, the infants were unable to recognize the familiar expression. Results suggest that in both compound and component conditions, 7-month-olds discriminate the facial expressions based on information in the mouth region. (RH)

ED 303 316 SE 050 263

Earth Science Education for the 21st Century Conference (Alexandria, Virginia, April 19-23, 1988). Executive Summary.
American Geological Inst., Alexandria, VA.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Earth Science; *Elementary School Science; Elementary Secondary Education; Futures (of Society); Instructional Development; *Long Range Planning; Meetings; Organizations (Groups); Planning; *Science and Society; Science Education; Science Instruction; *Secondary School Science

This meeting initiates the planning of new guidelines and a framework for teaching the earth sciences from kindergarten through grade 12. The conference report serves as a discussion paper for a series of American Geological Institute (AGI) regional conferences scheduled for fall and winter, 1988-89. It also provides background for an advisory board and steering committee that will assist AGI in publishing a curriculum planning guide tentatively titled "Kindergarten through Grade 12 Earth Science Education Framework for the 21st Century." Participating scientists in this conference were selected by their agencies on the basis of eminence in their fields, interest in a global approach to the study of Planet Earth, and interest in assisting in the planning of a new earth science education framework. Federal agencies included the National Aeronautics and Space Administration, the National Oceanic and Atmospheric Administration, the National Science Foundation, and the U.S. Geological Survey. Included are the rationale for the conference, the goals of the meetings and the AGI education department's long range strategic plans. An outline of the goals and concepts for a 21st century view of Planet Earth is included. (MVL)

ED 303 377 SO 019 283

Free Press & Fair Trial. Revised Edition.

American Newspaper Publishers Association Foundation, Washington, D.C.; American Society of Newspaper Editors, Washington, DC.

PUB DATE- 87
NOTE- 101p.
AVAILABLE FROM- American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington, DC 20041 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; *Constitutional Law; Court Litigation; Courts; Equal Protection; *Freedom of Information; *Justice; Law Related Education; News Media; *Newspapers; Secondary Education; Social Studies; Television
IDENTIFIERS- *First Amendment; *Sixth Amendment; United States Constitution

In relation to law enforcement and the courts, the press serves to inform the public about crimes and how government institutions deal with them. The press also plays a crucial role in assuring that the rights of individuals guaranteed by the Sixth Amendment are protected. The issue of prejudice, caused by news coverage of crime and criminal proceedings, has been raised in many appeals by convicted persons. The appellate court has refused in virtually all cases to overturn convictions on grounds of pretrial or trial news coverage. Through an analysis of historical and legal precedent, the summary and five chapters of this book describe the way in which the appellate courts have interpreted these cases. Chapter 1 presents the history of the free press of the United States. Chapter 2 discusses the Supreme Court's interpretation of the First Amendment and the evolution of the rights of the free press. The free press and a free trial as guaranteed in the Constitution's Sixth Amendment are outlined in chapter 3. Chapter 4 examines the closing of courtrooms in an effort to ensure the right to an impartial jury, while television in the courtroom is the subject of chapter 5. (SM)

ED 303 393 SO 019 627

Brouwer, Lynette F.
The History of Women's Management Thought: A Snapshot.
PUB DATE- 10 Jun 88
NOTE- 30p.; Paper presented at the Annual Meeting of the National Women's Studies Association (10th, Minneapolis, MN, June 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Administration; *Administrative Principles; Development; *Females; *History; Research Projects
IDENTIFIERS- Addams (Jane); Follett (Mary Parker); Gilman (Charlotte Perkins); Gilson (Mary Barnett); *Nineteenth Century; Robins (Margaret Dreier)

The purpose of this paper is to describe and analyze women's contributions to the history and development of management concepts. The paper discusses the needs and reasons for this type of exploration and compares differences between men and women in relation to the development of management thought. A historical profile from the early 1800s which features specific women, events, and women's entries into selected professions, is presented. A research project is described in which writings by and about Jane Addams, Charlotte Perkins Gilman, Mary Parker Follett, Margaret Dreier Robins, and Mary Barnett Gilson were analyzed to determine what management principles might have been common to these five women. The management philosophies of these late nineteenth century, early twentieth century women include: (1) achieving unity through diversity, rather than through uniformity; (2) placing value on relationships and human interdependence; (3) subjugating individual rights for the good of the group; (4) cooperating to achieve productivity in the workplace and peace in the world; and (5) providing information and education to all who have a part in a particular process. A 36-item bibliography is included. (JHP)

ED 303 408 SO 019 673

Cheney, Lynne V.
Humanities in America. A Report to the President, the Congress, and the American People.
National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Sep 88
NOTE- 49p.
AVAILABLE FROM- Humanities in America, Room 406, National Endowment for the Humanities, 1100 Pennsylvania Avenue, N.W., Washington, DC 20506.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Community; *Community Involvement; Community Programs; Higher Education; *Humanities; Mass Media Role; Reading Habits; *Television; Traditionalism
IDENTIFIERS- *National Endowment for the Humanities

In 1985 Congress instructed the National Endowment for the Humanities (NEH) to report every two years on the state of humanities throughout the United States. This report is the first to be issued. Although community humanities' programs have increased, the number of college students enrolled in humanities courses has dropped considerably within the last 20 years. The effect scholarship has had on teaching and the emphasis on current political issues in classrooms are discussed. The role of the Western tradition as a focus for education is debated as higher education institutions create courses and undergraduate requirements in non-Western courses. The effects of television on the reading habits of U.S. citizens is outlined and this medium's potential for the humanities includes educational programming on public television stations and the availability of films on videocassettes. The public's support of the "William Wordsworth and the Age of English Romanticism" exhibition, opened at the New York Public Library in October, 1987, reflects its growing interest in such projects. The report concludes with a series of recommendations on how the humanities can be strengthened by the three major providers of public education: colleges and universities; television; and the "parallel school," i.e., museums, libraries, humanities councils, historical organizations, and the like. (DJC)

ED 303 440 SP 030 863

High Blood Cholesterol in Adults. Report of the Expert Panel on Detection, Evaluation, and Treatment.

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.
PUB DATE- Jan 88
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Change; *Clinical Diagnosis; *Drug Therapy; *Hypertension; *Medical Services; *Nutrition; Physical Health; *Prevention
IDENTIFIERS- *Cholesterol

This report offers a patient-based approach to lowering blood cholesterol levels which seeks to identify individuals at high risk who will benefit from intensive intervention efforts. The goal is to establish criteria that define the candidates for medical intervention and to provide guidelines on how to detect, set goals for, treat, and monitor these patients over time. Information is given on: (1) classification, prevalence, detection, and evaluation of patients; (2) dietary treatment for lowering blood cholesterol; (3) monitoring and followup of diet; (4) dietary therapy for special groups; (5) approach to borderline-high blood cholesterol group; (6) when to consider drug therapy/treatment goals; (7) selection and use of drugs; (8) monitoring and followup of patients; and (9) adherance to drug therapy. Sixty references are included and appendices include tables of data on high blood cholesterol. (JD)

ED 303 075 HE 022 095

Stage, Frances K.; Hossler, Don
Differences in Family Influences on College Attendance Plans for Male and Female Ninth Graders. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *College Attendance; *College Bound Students; College Choice; Decision Making; *Enrollment Influences; *Family Influence; Grade 9; *Higher Education; High School Students; Parent Aspiration; Parent Child Relationship; Parent Influence; Secondary Education
IDENTIFIERS- *ASHE Annual Meeting

The effects of family background characteristics (family income, parents' marital status, parents' education, and number of children already enrolled in postsecondary education) upon parents' postsecondary educational plans for their children, parents' saving for their children, and the amount of planning parents do with their children are examined. The influence of these factors on students' educational plans are discussed. The sample for this study was drawn from all students attending 21 Indiana high schools. Families of ninth grade students were mailed a packet with two survey instruments (for parents and students). A second mailing, a month later, contained additional surveys for parents and students. The results indicate that parents' influences on students' aspirations were both complex and varied. The level of father's education exerted the strongest indirect and direct effects on students' postsecondary education plans, but the effects of the level of fathers' and mothers' education varied for male and female ninth grade students. Neither discussion with parents about postsecondary education nor parental level of saving had major direct effects on the aspirations of male students, but for female students, the frequency with which they discussed college with their parents had a negative effect on their educational plans. Coming from single parent families had a relatively small effect. Findings suggest there could be subtle differences within each family affecting male and female students. Contains 36 references. (SM)

ED 303 101 HE 022 121

Pace, C. Robert; And Others

Uses of the College Student Experiences Questionnaire. ASHE Symposium. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Attitude Measures; *College Students; *Educational Assessment; Evaluation Methods; Higher Education; Institutional Research; *School Surveys; *Student College Relationship; *Student Development; Student Experience

IDENTIFIERS- *ASHE Annual Meeting; *College Student Experiences Questionnaire; Mary Washington College VA; Ohio State University; Towson State University MD; University of Denver CO

A symposium discussion of the use of the College Student Experiences Questionnaire (CSEQ) is presented. Intended for undergraduates at four-year colleges and universities, the CSEQ is a brief instrument that produces reliable and valid information for evaluation and assessment purposes. It asks students to indicate how often during the current school year they have engaged in various activities that are intended to contribute to their learning and development. Four institutions report on what they have done with the CSEQ at the local campus level. C. Robert Pace introduces the topic and the panelists. Papers are as follows: "Using the College Student Experiences Questionnaire in Large Research Universityies" (G. Roger Sell, Ohio State University);

"Uses of the CSEQ at Towson State University" (Samuel T. Helms); "Uses of the College Student Experiences Questionnaire (CSEQ) in Institutional Research and Evaluation, Accreditation, and Assessment" (Martin A. Wilder, Mary Washington College, Virginia); and "Uses of the College Student Experiences Questionnaire in Institutional Research and Evaluation, Accreditation, and Assessment" (Allan O. Pfnister, University of Denver). The paper by Wilder is presented here in outline form. It contains some (but not all) of the tables prepared for the study. (SM)

ED 303 332 SE 050 286

Bean, Margaret H., Ed.
Selective Guide to Literature on Software Review Sources. Engineering Literature Guides, Number 8.
American Society for Engineering Education, Washington, D.C.
REPORT NO.- ISBN-0-87823-108-0
PUB DATE- 86
NOTE- 34p.; For other Engineering Literature Guides see ED 295 834, SE 050 279-285.
AVAILABLE FROM- American Society for Engineering Education, 11 Dupont Circle, Suite 200, Washington, DC 20036 ($5.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Science; *Computer Software Reviews; Computer Uses in Education; Educational Technology; Engineering Education; Information Networks; *Information Services; Information Systems; *Information Technology; Microcomputers

This selective literature guide serves as a directory to software evaluation sources for all sizes of microcomputers. Information is provided on review sources and guides which deal with a variety of applications such as library, engineering, school, and business as well as a variety of systems, including DOS and CP/M. This document is intended to identify those core resources which can help engineers and librarians to find information about the discipline. Sections include: (1) "Directories (Non-Evaluative)"; (2) "Directories (Evaluative)"; (3) "Journals"; (4) "Indexes and Abstracts"; and (5) "Online Sources." (CW)

ED 303 159 IR 013 658

Payer, Elizabeth T.
Institutional Projects Funded by OERI. Revised April 1988.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-88-150
PUB DATE- Apr 88
NOTE- 79p.; For earlier edition issued in February 1988, see ED 295 603.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Clearinghouses; Educational Improvement; *Educational Research; *Federal Programs; Financial Support; *Research and Development Centers; *Research Projects
IDENTIFIERS- ERIC; National Diffusion Network; National Research and Development Centers; *Office of Educational Research and Improvement; Regional Educational Laboratories

This directory is an update of an earlier listing of the projects funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education that was issued in February 1988. It includes the addresses, telephone numbers, mission statements, major activities, and key staff of the regional educational laboratories, the national research and development centers, the ERIC clearinghouses, the National Assessment of Educational Progress, the National Education Longitudinal Study of 1988, and the National Diffusion Network (NDN) State Facilitators (A total of 49 entries). Also included are the OERI project officers monitoring the projects for the Federal Government.

Updated information presented in this edition includes new titles for several projects, some staff changes, and the NDN information. (EW)

ED 303 188 IR 052 648

Hanson, Charles D.

The Language of Library Leadership: Effective Communication.

PUB DATE- 10 Jul 88
NOTE- 32p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Skills; Humor; *Leadership Qualities; *Leadership Styles; *Librarians; *Library Administration; Listening; Models; Personnel Evaluation

This paper examines the role of communication in library leadership. The discussion is organized into 14 sections: (1) multidimensional approaches to effective leadership communication and varying communication style to the situation; (2) the importance of conciseness; (3) streamlining library communication; (4) the vision being communicated by library leaders; (5) simplification of library communication and avoidance of jargon; (6) listening as an essential part of communication; (7) qualities of effective communication; (8) the importance of clarity of language; (9) humor and participatory management; (10) leading by example; (11) motivation, values, and time related to leadership communication skills; (12) personnel evaluation; (13) a library communication model; and (14) communicating about librarianship. (42 references) (MES)

Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System.

MDC, Inc., Chapel Hill, N.C.; North Carolina State Dept. of Community Colleges, Raleigh.

SPONS. AGENCY- Z. Smith Reynolds Foundation, Sapelo Island, Ga.
PUB DATE- Feb 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accountability; Basic Skills; College Planning; *College Role; College School Cooperation; *Community Colleges; Critical Thinking; Economic Development; *Educational Assessment; Educational Finance; Educational Quality; Intercollegiate Cooperation; Leadership; *Long Range Planning; School Business Relationship; School Community Relationship; *Statewide Planning; Technological Advancement; Two Year Colleges
IDENTIFIERS- *North Carolina

The recommendations presented in this report were developed by the Commission on the Future of the North Carolina Community College System to improve the operation, funding, and economic and social returns of the state's community colleges. Section 1 provides a summary of upcoming challenges facing the colleges and the Commission's response to those challenges. Six fundamental changes for improving the system are recommended: (1) provide every community college student access to quality teaching and academic support services; (2) establish mechanisms to promote accountability and increased flexibility in funding; (3) provide opportunities for all adults to master basic critical thinking skills; (4) help business and industry adapt to technological change and promote small business development; (5) build strong partnerships with the public schools and state universities; and (6) develop strong leadership for the system and its colleges. After section 2 reviews the economic conditions that necessitate an exemplary community college system, section 3 identifies various problems experienced by the colleges, including issues related to funding levels, salaries, resource allocation, planning and goal setting, professional development, comprehensive education, access, basic skills, business and industry support, leadership, and state and local governance. Section 4 sets forth the Commission's major goals, and section 5 offers 33 specific recommendations for achieving them. Finally, section 6 presents a timetable for implementing the recommendations. Financial projections are appended. (AJL)

ED 303 273 PS 017 798

Honig, Alice Sterling
Baby Moves: Relation to Learning.
PUB DATE- Dec 88
NOTE- 20p.; Paper presented at the International Early Childhood Conference (Washington, DC, December 1-4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; *Body Language; *Child Caregivers; Classroom Environment; Cross Cultural Studies; Games; Group Activities; *Infants; *Motor Development; Parent Child Relationship; Parent Responsibility; Preschool Children; Preschool Education; Prosocial Behavior; *Social Development; Teacher Responsibility
IDENTIFIERS- *Holding of Infants; Relaxation; Rhythm

Teachers who are specialists in motoric skill-building need to think about ways in which they can help the whole child develop. This paper discusses: (1) fine and gross motor development in infancy; (2) baby cuddling for optimal motoric development; (3) cross-cultural studies and infant body holding; (4) floor freedom for babies; (5) body language of caregivers in child care; (6) early rhythmicity and teacher interactions; (7) body sensuality and motoric relaxation; (8) aggression; (9) tense days in preschools; and (10) group games as a method for promoting prosocial development. It is concluded that caregivers who use their bodies to promote security, and who plan carefully for movement activities with cognitive and prosocial goals, will have children who thrive in a truly developmental setting. (RH)

ED 303 302 RC 016 942

Educational Considerations, Spring 1986.
Kansas State Univ., Manhattan. Coll. of Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 41p.
AVAILABLE FROM- Business Manager, c/o The Editor, Educational Considerations, College of Education, Kansas State University, Manhattan, KS 66506 (Subscription is $4.00 per year, single copies $1.50 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Adult Education; Community Education; Educational Policy; *Extension Education; Human Capital; *Postsecondary Education; *Rural Areas; *Rural Education; Rural Extension
IDENTIFIERS- *Action Agenda Project; Cooperative Extension Service; Nonmetropolitan Areas; Partnership for Rural Improvement; Rural Free Universities

This publication contains ten articles concerning the development of human resources in rural areas. It focuses on a broad perspective of rural adult education and the issues facing those who wish to serve rural areas. The articles and their authors are: "Rural Adults and Postsecondary Education" (Jacqueline D. Spears and others); "The Rural Adult: A Portrait of Characteristics, Needs and Styles" (Roger S. McCannon); "Rural Education from a Native American Perspective" (Jacques Seronde); "School-Based Enterprises: Rural Education through Action Learning" (Paul F. DeLargy); "Creating a Rural Mandate: Impacting Institutional and State Policies" (William H. Gray); "The Community Education Model: Learning Opportunities for Rural Adults" (Dawn Ramsey); "Adults and Higher Education: Bridging the Culture Gap" (Maurice Olivier); "The Rural Free University and the Cooperative Extension Service" (Jim Killacky); "Rural Isolation: The Need for Information" (S. L. Ward); and "The Partnership for Rural Improvement: An Approach to Inter-Institutional Outreach" (Robert H. McDaniel and Ralph A. Loomis). (ALL)

ED 303 348 SE 050 332

Fractions. Mathematics Series: Principles, Concepts and Applications.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88
NOTE- 198p.; Colored pages may not reproduce well.
AVAILABLE FROM- State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 West 7th Avenue, Stillwater, OK 74074 (SP-1021, $20.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; *Fractions; *Learning Modules; Mathematical Applications; *Mathematical Concepts; Mathematical Enrichment; Mathematics Achievement; Mathematics Materials; *Mathematics Skills; Mathematics Tests; *Secondary School Mathematics; *Vocational Education

The "General Mathematics" series contains six modules intended to help students become more competent with basic mathematics. This module on fractions is designed to build or increase students' level of understanding and to help them develop those skills necessary to successfully understand and use basic fraction skills that are necessary for many vocational jobs and that act as a basis for additional understanding. Units included are: (1) "Understanding Fractions"; (2) "Proper, Improper, Mixed and Equivalent Fractions"; (3) "Converting and Reducing Fractions"; (4) "Adding Fractions"; (5) "Subtracting Fractions"; (6) "Multiplying Fractions"; (7) "Dividing Fractions"; and (8) "Fractions Review."

The format of each unit includes basic components that form a unit of instruction: performance objectives, suggested activities for the instructor, information sheets, tests, answers to tests, and assignment sheets. Depending on specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction. (YP)

ED 303 363 SE 050 353

West, Mary Maxwell; And Others
Talking about Teaching, by Writing: The Use of Computer-Based Conferencing for Collegial Exchange among Teachers. Technical Report.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-87-12
PUB DATE- Jan 89
NOTE- 116p.; Pages with light or small type may not reproduce well.
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communications; *Computer Networks; Computer Uses in Education; *Educational Technology; Information Transfer; *Laboratory Technology; *Network Analysis; Networks; *Science Teachers; Secondary Education; *Secondary School Science

The goal of the Educational Technology Center (ETC) Computer-based Conferencing Project has been to explore the potential of computer-mediated communication to support teachers in collegial exchange about their subject and practice, and to develop recommendations for future applications and management of such conferences. The purposes of this study were to describe the kinds of exchange in our own networks; to identify influences on one particular kind of exchange--discussion of teaching practice; to draw upon these findings and information about other similar networks; and to develop recommendations about choice and design of future applications of computer-based conferences for teachers. Discussions include: (1) research design and methods; (2) descriptions of the Science Teachers' Network and the Laboratory Sites Network; (3) a comparison of the two networks; and (4) recommendations for common interest networks. (CW)

ED 303 088 HE 022 108

Layzell, Daniel T.; Lyddon, Jan W.
The Relationship between Environmental Factors and State Appropriations to Public Universities. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Demography; Economic Factors; *Educational Finance; *Environmental Influences; Financial Support; Higher Education; National Surveys; Political Influences; Public Colleges; *Resource Allocation; Social Influences; Socioeconomic Influences; *State Aid; State Programs; State Surveys; *State Universities
IDENTIFIERS- *ASHE Annual Meeting

The relationship between the external environment and state appropriations to public higher education is analyzed, focusing on the following: (1) the extent to which environmental factors explain yearly appropriations outcomes for public four-year colleges and universities; (2) which environmental factors are most important and which are least important in determining annual appropriations; and (3) which comparisons among states are meaningful. Environmental factors include demographic, economic, political, and sociopolitical factors. Data were drawn from annual reports of the National Association of State Universities and Land Grant Colleges, "State Tax Funds for Operating Expenses of Higher Education"; from the U.S. Bureau of the Census reports; and from National Center for Education statistics reports. Results indicate the environment as a whole plays some part in the state appropriations process over time, at least as far as public universities are concerned, but that not all environmental factors are of equal importance either between or within states. There is no consistency in terms of the effects of the environmental factors between the states. The results imply a need to study the more abstract and less quantifiable aspects of state political systems as they relate to policy/appropriation outcomes for public higher education. An appendix lists environmental variables used in the research studies. Contains 14 references. (SM)

ED 303 216 JC 890 073

Lieberman, Janet E.; And Others
After Three Years: A Status Report on the International High School at LaGuardia Community College.
LaGuardia Community Coll., Long Island City, NY. International High School.

PUB DATE- Jan 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Bilingual Education Programs; Bilingual Schools; *College School Cooperation; Community Colleges; Dropout Prevention; English (Second Language); English for Academic Purposes; Faculty; Governance; Graduates; Graduation Requirements; High Risk Students; *High Schools; High School Students; *Immigrants; Internship Programs; Limited English Speaking; Program Descriptions; *Program Effectiveness; *School Holding Power; Two Year Colleges

In 1985, the International High School (IHS) at LaGuardia Community College (LCC) in New York City was established to address the crisis in retention of high school aged immigrants with low English proficiency. IHS has had great success in improving student attendance, retention, academic achievement, and graduation. Because of its location on the LCC campus, students have access to all college facilities and are surrounded by positive role models. Special features of IHS are: (1) faculty members use English as a Second Language techniques to reinforce English language development in all classes; (2) extended day study opportunities are provided; (3) all graduates are guaranteed admission to LCC; (4) an Integrated Learning Center provides individualized and small group experiential learning opportunities; and (5) all students participate in a mandatory out-of-school internship program. Students must complete the same requirements for graduation as all other New York State students. All full-time faculty are licensed and certified Board of Education personnel, empowered to recruit and interview new applicants for faculty positions, and to participate in curriculum development and peer review and evaluation. IHS has received several awards for its success, and provides a positive model for all college-high school collaboration efforts. (AJL)

ED 303 244 PS 017 741

Nakatsu, Gail
Family Day Care Training Curriculum.
Union of Pan Asian Communities, San Diego, Calif.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; San Diego County Dept. of Social Services, CA.
PUB DATE- 87
NOTE- 132p.; Compiled for publication by Jessica Kheo. For Vietnamese and Lao versions, see PS 017 742-743. For companion resource manual, see PS 017 744.
GRANT- 90-CW-0775
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Americans; *Child Caregivers; Chinese Americans; *Curriculum; Early Childhood Education; *Family Day Care; Laotians; *Refugees; *Small Businesses; Vietnamese People
IDENTIFIERS- *Caregiver Training

California's Family Day Care Training Program was designed to recruit and train in 7 weeks, Lao, Vietnamese, and Chinese refugees to establish their own state-licensed, family day care homes. Topics in the program's curriculum include an introduction to family day care, state licenses for family day care, state licensing requirements for family day care, licensing application forms, tuberculosis clearances, fingerprinting, welfare benefits and self-employment, visitation of a day care home and preschool, preparation of the home for day care, safety-proofing of the home, child care equipment, home inspections, nutrition, meal planning and budgeting, health and illness, financial policies, recruitment, effective communication skills, behavioral problems of children, emergency situations, and basic business management. This document provides the content of instruction, forms, and regulations central to the curriculum topics. (RH)

ED 303 288 RC 016 888

Culturally Relevant Early Education Programs. Hearing on Oversight Hearing on Culturally Relevant Early Education Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, Second Session (November 24, 1987).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

REPORT NO.- Senate-Hrg-100-570
PUB DATE- 88
NOTE- 232p.; Contains some small, broken, and light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indians; Bilingual Education; Cognitive Style; *Cultural Education; Early Experience; *Elementary Education; *Hawaiians; Hearings; Institutional Cooperation; Multicultural Education; *Preschool Education; Primary Sources; *School Effectiveness
IDENTIFIERS- Congress 100th; *Cultural Relevance; Kamehameha Early Education Program; Rough Rock Demonstration School AZ

This hearing produced testimony on the efforts of Hawaiian and American Indian educators to provide effective, culturally relevant education at preschool and elementary levels. Witnesses described (1) Kamehameha Elementary Education Program (KEEP) which developed elementary school reading and language arts curricula and teaching methods compatible with the learning styles of native Hawaiian children; (2) Rough Rock Demonstration School, a Navajo school developed with assistance from KEEP and providing bilingual and bicultural education, K-6; (3) Indian teacher education at the University of New Mexico; (4) a proposed Zuni school to be developed with assistance from KEEP and Rough Rock; (5) a Hawaiian language immersion program for preschool children aged 2-6; (6) six Choctaw elementary schools which incorporate tribal cultural precepts and language across the curriculum; (7) a Navajo boarding school, K-9, which considers culturally appropriate learning styles in a variety of programs; and (8) Santa Fe (Pueblo) Indian School, an effective high school which drastically cut its dropout rate. Speaking for several Native educators, Professor Roland Tharp of the University of Hawaii asked for congressional support and federal funding for a plan whereby six schools of six different Native American cultures would participate in a circle of assistance and teacher training. The Northwest Regional Educational Laboratory submitted an 88-page report on the applicability of effective school practices for the native American learner. (SV)

ED 303 333 SE 050 287

Guenther, John E.; LaShier, William

Using the Newspaper in Secondary Science.

American Newspaper Publishers Association Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 28p.

AVAILABLE FROM- American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington, DC 20024 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Experiential Learning; *Instructional Improvement; Interdisciplinary Approach; Minority Groups; *Newspapers; Science Activities; Science Instruction; Secondary Education; *Secondary School Science

Secondary science programs that provide students with a solid background in the principles of scientific exploration generally require active participation in gathering data and solving problems. One of the keys to success is firsthand experience with the materials studied; the use of a variety of educational materials will help students apply their findings to everyday life. This publication provides a series of classroom activities that use newspapers as a learning resource. The following topics are discussed: (1) "Secondary Science Education"; (2) "The Newspaper and Secondary Science Education"; and (3) "About the Activities" (including goals of personal needs, societal needs, academic preparation, and career education/awareness). (RT)

ED 303 424 SP 030 835

Kuhlman, Jolynn S.; Beitel, Patricia A.

Pattern of Relationships of Coincidence Anticipation With Age, Gender, and Depth of Sport Experience.

PUB DATE- 6 Jun 87
NOTE- 20p.; Paper presented at the Annual Conference of the North American Society for the Psychology of Sport and Physical Activity (Vancouver, British Columbia, Canada, June 6, 1987). For related document, see SP 030 834.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Elementary Education; Perception Tests;

*Perceptual Development; *Perceptual Motor Coordination; *Sex Differences; *Tactual Visual Tests; *Young Children

This study explored the relationships among age, gender, depth of sport experience, and coincidence anticipation performance for 42 children 3- to 9-year-old from high middle and socioeconomic backgrounds. The task involved observing light illumination moving down the track of a Bassin Timer. Depth of sport experience was evaluated by the amount of involvement in competitive sports. Results indicated that there are gender differences: (1) in when children begin to have greater depth of experience in sport; (2) in the pattern of the quality of coincidence anticipation performance; and (3) in the pattern of consistency of coincidence anticipation performance. The patterns suggest that involvement in, and depth of, sport experience related to coincidence anticipation performance quality and consistency, and that depth of sport involvement early in the 6- to 9-year age ranges seems to be important. (JD)

ED 303 441 SP 030 865

Detection, Evaluation, and Treatment of High Blood Pressure. Report of the Committee.

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.
PUB DATE- 88
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *Cardiovascular System; Clinical Diagnosis; *Drug Therapy; *Hypertension; *Pharmacology; Physical Examinations; Physical Health; *Physical Therapy

The availability of an increased variety of therapeutic approaches provides the opportunity to improve hypertension control while minimizing adverse effects that may influence cardiovascular complications and adherence to therapy. This report serves two purposes: (1) to guide practicing physicians and other health professionals in their care of hypertensive patients; and (2) to guide health professionals participating in the many community high blood pressure control programs. Contents include: (1) definition and prevalence of high blood pressure; (2) detection, confirmation and referral; (3) evaluation and diagnosis; (4) treatment--nonpharmacologic and pharmacologic therapy, and long-term maintenance of therapy; (5) considerations in individual therapy; and (6) special populations and management problems. Fifty-five references are included. (JD)

ED 303 050 FL 017 793

Villegas, Jose J.; Cabrera, Eulalia
Project Caribe, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 88
NOTE- 48p.
GRANT- G00-842-5053
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; *Career Awareness; Career Education; Curriculum Development; *English (Second Language); Faculty Development; Federal Aid; High Schools; Language Proficiency; Language Skills; Limited English Speaking; *Native Language Instruction; Parent Participation; Parent School Relationship; Program Effectiveness; Program Evaluation; *School Counseling; Spanish Speaking; Urban Schools
IDENTIFIERS- Content Area Teaching; New York (Brooklyn); New York (Queens)

Project CARIBE (Career Awareness in Bilingual Education) was a Title VII-funded project in its third year at two New York high schools, one in Brooklyn and one in Queens. The project supplemented municipally funded bilingual programs for limited-English-speaking Hispanic students by establishing a resource/computer center and conducting academic counseling, career education and career-related enrichment experiences, curriculum development activities, and parental involvement activities. During its third year, the program served 314 students of widely varying preparedness in the content areas and in native and English language proficiency. Project funds supported a central project director and a resource teacher and paraprofessional at each site. Staff development activities included conference and workshop attendance, on-site training sessions, and some university course attendance. Parent involvement consisted of parent advisory councils, trips and cultural festivals, and conferences on school-related topics. Quantitative analysis of student achievement data indicates that program objectives were not met in English language skills and content area achievement, and could not be

ED 303 063 HE 022 009

The Urgent Challenge: Educational Excellence for All. Final Report of the Mayor's Advisory Commission on Postsecondary Education.

Office of Mayor, Washington, DC.

PUB DATE- Nov 88
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Blue Ribbon Commissions; *Educational Demand; Educational Supply; *Postsecondary Education; Public Colleges; *Public Education; Statewide Planning; *Urban Areas
IDENTIFIERS- *District of Columbia

A report to the Mayor from the Advisory Commission on Postsecondary Education, focusing on improving public postsecondary education in the District of Columbia, is presented. The three issues involved are: (1) many postsecondary education services are being offered by many different agencies and institutions in the city, but there is no one central entity charged with coordinating and developing them; (2) policy and plans for public postsecondary education have been developed in an ad hoc fashion, and they have generally not evolved within a comprehensive plan that would allow orderly and productive change; and (3) one major concern for most of those who testified before the Commission was the plight of children who are dropping out of the educational system at an early age. Challenges addressed include preventing dropouts, providing opportunity ladders up from poverty, making occupational and social mobility possible, reducing income and class differences, responding to the District's employment needs, and succeeding through education. Recommendations by the Commission include establishing an education commission or board to coordinate education policy development, reorganizing the postsecondary functions that are now within several agencies into one statewide office, developing a comprehensive system of public postsecondary education under the Board of Trustees of the University of the District of Columbia, and developing a plan to publicize the achievements of the District's educational institutions. Contains about 105 references. (SM)

ED 303 115 HE 022 142

What New Students Are Thinking. A Survey of the 1988 North Dakota Scholars Program Candidates.
North Dakota State Board of Higher Education, Bismarck.
PUB DATE- Oct 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; College Students; Educational Finance; *Educational Quality; Higher Education; *In State Students; Questionnaires; *Scholarships; State Programs; State Surveys; Student Attitudes; *Student Financial Aid
IDENTIFIERS- *North Dakota Scholars Program; Paying For College

The North Dakota State Board of Higher Education conducted its second annual survey of candidates for the North Dakota Scholars Program in the summer of 1988. Students scoring in the top 5% nationally on the ACT test and ranking in the top 20% of their high school classes are eligible for the scholarship. The following four areas of concern have major policy implications (with the first three similar to those discussed in 1987 and the fourth coming from comparing the 2 years' data): (1) financial aid (finding enough money to attend college is still a primary concern for students); (2) quality of education (the quality of schools is becoming the top concern of all students); (3) the future lies outside North Dakota (only 35% of students want to stay in North Dakota, and only 16% think they will); and (4) the University of North Dakota (UND) and Minnesota attract more students (10% more students opted to attend UND or a Minnesota school than last year). This year's students showed strong support for adding more programs at the colleges, especially in foreign languages and music. They were also very vocal about lack of academic scholarships. Closing college campuses was less of an issue than last year. Three appendices include a list of institutions respondents will attend, unedited comments from survey respondents, and a copy of the survey form. (SM)

ED 303 116 HE 022 143

Britton, C. Jean
National Grad Survey (University) 1984. #86-02.
Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.
REPORT NO.- ISBN-0-7711-0576-2
PUB DATE- Jan 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *Educational Assessment; *Education Work Relationship; Followup Studies; Foreign Countries; Higher Education; National Surveys; *Outcomes of Education; Questionnaires; State Surveys; Student Development; Success; Universities
IDENTIFIERS- *Manitoba

Statistics on the outcomes for Manitoba, Canada, graduates from undergraduate programs are compared to those of similar graduates on a national basis. Data are taken from the summer 1984 survey of 1982 post-secondary graduates across Canada. Information is provided on: graduate characteristics; what programs those with undergraduate degrees/diplomas/ certificates took; how satisfied they were with their programs of study; and where the graduates were in 1984. Highlights of the report include the following: the major reason given by both Manitoba and national graduates for enrolling in a university program was to improve career prospects; graduates from Manitoba universities had similar characteristics to university graduates from across Canada; 81% of Manitoba graduates use their educational skills on the job (80% nationally); Manitoba graduates earned average annual salaries comparable to the national level; and Manitoba graduates reported as much satisfaction with their current jobs as national graduates. Six appendices offer a survey questionnaire, sample frames (Manitoba versus Canada and Manitoba by institution), weighing procedure, fields of study, graduates by field of study, and derived indicators (closeness of fit between June 1984 job and education program of graduate and education requirements of June 1984 job compared with education of graduate). (SM)

ED 303 144   IR 013 614

Freyd, Pamela
Logo and Lexical Categories.
PUB DATE- 3 Oct 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Discussion (Teaching Technique); Elementary Secondary Education; English Instruction; *Grammar; *Microcomputers; *Programing; Programing Languages; *Sentence Structure; Teaching Methods
IDENTIFIERS- *LOGO Programing Language

The use of the Logo programing language in natural language manipulation provides the basis for the development of the computer-assisted grammar instruction program for children that is described in this paper. The computer activities suggested are designed to get children in grades 4-12 to formulate rules of grammar based on their own knowledge of English. These activities include a variation of the party game MadLibs, in Logo, which is used to present a story shell with blanks to be filled in by users, and the use of Logo to write a program that can generate random sentences. Discussions about the nature of natural language and lexical categories in particular can be generated by these programming activities. Samples of the screen displays of the various software programs discussed are included. (9 references) (EW)

ED 303 160 IR 052 610

Shields, Gerald R.; Edsall, Shirley
A Study of the Design and Testing of Values To Be Derived in the Training of Librarians through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship.
State Univ. of New York, Buffalo. School of Information and Library Studies.
SPONS. AGENCY- Center for Action Research, Princeton, N.J.
PUB DATE- 79
NOTE- 44p.
GRANT- G007702318
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Curriculum Development; *Databases; *Graduate Surveys; Higher Education; Job Satisfaction; *Library Education; *Library Schools; Models; *Needs Assessment; Professional Occupations; Questionnaires; Research Methodology
IDENTIFIERS- American Library Association

This report presents the model and methodology that were used in building a database of information on 600 graduates of the School of Information and Library Studies at the State University of New York at Buffalo, which was accredited by the American Library Association (ALA) in 1972 (another 25 graduates were selected out for sampling purposes during the survey instrument design process). This database was designed for use in the evaluation and testing of significant indicators that could be utilized in the internal design and operation of the program; it could also serve other programs of education in librarianship as a basis for the evaluation and assimilation of a similar data collecting activity. The five study objectives outlined include specifications for identifying and obtaining input from persons engaged in similar projects; selecting consultants to help design the instrument; the data gathering itself; the codification of the survey instrument; and the eventual compilation in report form of the findings. The paper then provides details of the survey instrument and a discussion, analysis, and summary of the findings of the survey. A copy of the 5-part, 66-question survey instrument is appended. (7 references) (CGD)

ED 303 175 IR 052 625

Aversa, Elizabeth Smith; And Others
Online Information Services for Secondary School Students: A Current Assessment. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-88-7
PUB DATE- Jun 88
NOTE- 3p.; This digest is based on the ERIC/IR Clearinghouse Information Analysis Product, "Online Information Services for Secondary School Students: A Current Assessment," by Elizabeth Smith Aversa, Jacqueline C. Mancall, and Diane Oesau (ED 295 682).
CONTRACT- RI88062008
AVAILABLE FROM- ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Databases; Guidelines; Learning Resources Centers; *Media Specialists; Needs Assessment; Objectives; *Online Searching; Optical Data Disks; School Libraries; Secondary School Students; Student Behavior; Teaching Methods; Use Studies
IDENTIFIERS- ERIC Digests

This digest begins with a brief discussion of the current status of the relatively recent phenomenon of online searching in schools. The advantages and disadvantages of online access in this context are then outlined, and some suggestions are offered for school library media specialists who wish to initiate online information retrieval for their students. A brief review of studies of the impact of online services on student behavior and a future scenario for online services in school settings conclude the digest. (7 references) (CGD)

ED 303 230 JC 890 089

Schilling, Judith S.
Survey of Butler County High School Seniors, 1988.
Butler County Community Coll., Butler, PA.

PUB DATE- Feb 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; *College Bound Students; *College Choice; Community Colleges; Educational Attainment; Educational Attitudes; Grades (Scholastic); High Schools; *High School Seniors; Noncollege Bound Students; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics
IDENTIFIERS- *Institutional Image

In 1988, a survey was conducted of Butler County high school seniors to determine their characteristics and goals and assess their knowledge and perceptions of Butler County Community College (BCCC). A 58-question survey was administered to seniors from eight high schools. Surveys were returned by 1,384 students, representing 71% of all high school seniors in the county. Study findings included the following: (1) 47% of the students' parents had graduated from high school, 6% had not, 21% had attended college, 19% held bachelor's degrees, and 7% had earned a graduate degree; (2) 17% of the students believed that they had an A average, 47% reported a B average, 33% a C average, and 4% a D or F average; (3) 75% indicated that they would continue their education after graduation, including 21% who planned to attend a community college; (4) the most desired characteristics of a college were relevant courses with individualized quality instruction, financial aid with a job upon graduation, and a good overall institutional reputation based on high academic standards; (5) 96% of the seniors had heard of BCCC, and the majority of these students believed it to be a low-cost college with available financial aid, transferable courses, and an attractive campus; (6) the most common sources of information about BCCC were friends and BCCC's printed materials; and (7) BCCC was rated as "excellent" or "good" by 49% of the respondents and as "fair" or "poor" by 51%. The survey instrument and a comparison of 1988 findings with results from a 1986 survey are appended. (AAC)

ED 303 259 PS 017 770

Langford, Peter E.; Claydon, Leslie F.
The Development of Justifications for Moral Judgements.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Children; Foreign Countries; Individual Development; *Moral Values; *Research Methodology; Social Influences; *Value Judgment
IDENTIFIERS- *Australia; *Coding; Developmental Theory; Kohlberg (Lawrence)

This document reports on two studies that used a novel approach to categorize justifications for moral judgments made by Australian subjects from 7 to 15 and from 7 to 21 years of age. The coding categories consisted of levels of abstraction and reflection. Level of abstraction was determined by the reference group used in justifications. Levels of reflection were descriptive (rules and rights), naturalistic (normative action or belief), and theoretical (theoretical reasons for rules). The first study showed that some developmental trends suggested by earlier studies could be replicated, while others revealed by the new coding system were established. These are interpreted as supporting a social focus rather than a cognitive limitation view of the growth of moral reasoning. There was empirical support for earlier suggestions that there are appreciable differences in the balance of justification types elicited by different topics within the domain of familiar moral judgments. The second study indicated that Colby and Kohlberg's method of categorizing moral justifications confounds form of justification with content of judgment and rule. When these two aspects are clearly separated, the indexing of growth toward moral autonomy is more accurate. Use of the suggested scoring method also overcomes problems that arise from the lack of clear conceptual definition of the face validity of Kohlberg's stages. A bibliography is provided. (RH)

ED 303 317 SE 050 264

Daigle, Bobby; And Others
Lafourche Parish Coastal Zone Curriculum Resource Unit. Bulletin 1834.
Louisiana State Dept. of Education, Baton Rouge.; Louisiana State Univ., Baton Rouge. Center for Wetland Resources.
PUB DATE- 88
NOTE- 190p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; College Science; Curriculum Guides; *Earth Science; *Energy; *Environmental Education; Experiential Learning; Interdisciplinary Approach; Marine Biology; Marine Education; *Physical Sciences; Science Activities; Secondary School Science; Social Studies
IDENTIFIERS- *Louisiana

The Louisiana coastal zone is a unique geographic feature. Soil carried by the Mississippi River has been deposited in Louisiana for the last 6,000 years to form the coastal area. All natural features in coastal Louisiana relate to materials and processes associated with the emptying of the Mississippi River into the Gulf of Mexico. The interactions of these two water systems have contributed to the importance of Louisiana as a center of domestic and world trade. Coastal deterioration is a natural phenomenon; however, human activities can accelerate this process. Coastal Louisiana is experiencing increasing rates of wetland loss, wetland alteration, and water quality degradation. This guide presents information which will help to educate the public about the existing problems, particularly information about the Lafourche Parish coastal zone areas. Contents include a listing of figures, foreword, acknowledgements, members of the curriculum committee, rationale and objectives, outline of content, glossary, bibliography, resources, and four appendices. (RT)

ED 303 378   SO 019 383

Bein, Frederick L.
Baseline Geography Competency Test Administered in Indiana Universities.
PUB DATE- Apr 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of American Geographers (Phoenix, AZ, April 6-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Demography; Geographic Concepts; *Geography; Higher Education; *Knowledge Level; Locational Skills (Social Studies); Map Skills; Research Projects; *Skill Analysis; Social Studies; Universities
IDENTIFIERS- *Competency Based Geographic Test; *Indiana; National Council for Geographic Education

A baseline geography skills test was administered during 1987 to over 3,000 students who were enrolled in freshmen geography courses at 18 Indiana universities. Known as the National Council for Geographic Education Competency-Based Geography Test, Secondary Level, Form D, this test was used to measure the students' level of geographic ability in: (1) map skills; (2) place-name map identification; (3) physical geography; and (4) human geography. Information was obtained concerning each student's: (1) major area of study; (2) home state of residence; (3) class status; (4) other U.S. and foreign residencies; (5) excursions outside of the home state; (6) sex; (7) age; (8) ethnic group; (9) reasons for taking the course; and (10) previous geographic education. Findings indicated that a low overall level of geographic skills and knowledge exists and that these students averaged test scores of 75 percent correct on place-name map identification, 70 percent on map skills, 63 percent on human geography, and 58 percent on physical geography. Along with overall ability, factors such as age, major area of study, frequency of travel, number of places visited outside the home state, and reasons for taking the course positively influenced the level of geographic skills and knowledge. Four references are included. (JHP)

ED 303 394 SO 019 635

Oliver-Smith, Anthony, Ed.
Natural Disasters and Cultural Responses. Studies in Third World Societies. Publication Number Thirty-six.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.

PUB DATE- Jun 86
NOTE- 260p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Adjustment (to Environment); Area Studies; *Developing Nations; Environmental Research; Foreign Countries; *Natural Disasters; *Social Change; *Social Development

This collection of articles focuses on natural disasters from earthquakes to famines in developing nations and on the human response from immediate reactions to long term social, political, and economic adaptations that result in social change and development. The introduction, "Disaster Context and Causation: An Overview of Changing Perspectives in Disaster Research" (A. Oliver-Smith) discusses natural disasters, the scientific warning of impending extinction, and the relationships among the environment, people, and their culture. The titles of the articles are: (1) "Decades of Disaster: Promise and Performance in the Callejon de Huaylas, Peru" (P. L. Doughty); (2) "It Shook, Again: The Mexico City Earthquake of 1985" (S. S. Robinson and others); (3) "Earthquake, Tsunami, Resettlement, and Survival in two North Pacific Alaskan Native Villages" (N. Y. Davis); (4) "Algae: A Minor Disaster in the Jezreel Valley, Israel" (S. H. Lees); (5) "The Role of Social Relations in the Response to Riverbank Erosion Hazards and Population Resettlement in Bangladesh" (M. Q. Zaman); (6) "Drought and Desertification as Constraints on the Agricultural Development of the Western Sudan" (W. I. Torry); and (7) "Coping with Famine, Drought, and War in Sub-Saharan Africa" (A. Hansen). (DJC)

ED 303 409 SO 019 674

The Quest for Community in a National Republic: A Bicentennial Reappraisal. Final Report and Keynote Address, Virginia Assembly (Richmond, Virginia, April 8-10, 1988).

Virginia Univ., Charlottesville. Center for Public Service.

SPONS. AGENCY- Virginia Commission on the Bicentennial of the United States Constitution, Charlottesville.; Virginia Foundation for the Humanities and Public Policy, Charlottesville.

PUB DATE- 1 Aug 88

NOTE- 41p.; Printed in blue ink.

AVAILABLE FROM- University of Virginia, Center for Public Service, 207 Minor Hall, Charlottesville, VA 22903.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Citizen Participation; *Community; Community Cooperation; *Government (Administrative Body); Municipalities

IDENTIFIERS- Bicentennial; *United States Constitution; *Virginia

This Virginia Assembly document focuses on the concept of community as defined by the Founding Fathers of the U.S. Constitution. The final report identifies and discusses problems related to the modern quest for community in a national republic. Recommendations by the Assembly are offered in eight areas: (1) civic responsibility; (2) corporate citizenship; (3) mobility; (4) community planning; (5) local responsibility; (6) social diversity; (7) education and job opportunities; and (8) media concentration. The keynote address, "Federalism's Newest Challenge: Community Rights, Responsibilities, Self-Governance" by Neal B. Peirce discusses: (1) the role of state governments in assuming programs and responsibilities where the federal government's support ends; (2) the cooperation within metropolitan communities that is financially advantageous for the communities involved; (3) the efforts by local communities to encourage participation between municipal government and private industry and to promote citizens' participation within the community; and (4) some questions to ask about citizen participation and community leadership in order to determine a healthy civic life. This document also contains the titles and participants of the three panel presentations and a list of the Assembly's participants. (DJC)

ED 303 076 HE 022 096

Skinner, Elizabeth Fisk; Richardson, Richard C., Jr.
Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper.
National Center for Postsecondary Governance and Finance, Tempe, AZ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Access to Education; American Indians; Blacks; Case Studies; *College Attendance; College Environment; Comparative Analysis; Educational Opportunities; Educational Quality; *Equal Education; Higher Education; Hispanic Americans; *Minority Groups; Nondiscriminatory Education; Public Colleges; Racial Discrimination; School Holding Power
IDENTIFIERS- *ASHE Annual Meeting

Comparative case studies of 10 public universities (Brooklyn College, California State University, Dominguez Hills, Florida State University, Florida International University, Memphis State University, Temple University, University of California at Los Angeles, University of New Mexico, University of Texas at El Paso, and Wayne State University) are presented to explain the process of adaptation that institutions experience when the achievement of underrepresented minorities becomes a high priority. The case studies included site visits, a questionnaire survey of 1986 graduates, and 108 open-ended interviews. Discussion of the following topics is included: quality and minority access; context for institutional adaptation (state policy environment, the community setting, institutional characteristics); the peripheral position of minority students; how universities resolve access/quality tensions (indicators of stage of adaptation, administrative influences on adaptation); and the stages of adaptation framework. From this data emerges an explanatory framework for understanding the variables influencing minority persistence and graduation in majority institutions. Appended are (1) enrollment and graduation data and (2) enrollment and graduation indices for the 10 case study institutions. Contains 15 references. (SM)

ED 303 102 HE 022 122

Louis, Karen Seashore; And Others
Entrepreneurs in Academe: Exploration of Behaviors among Life Scientists. ASHE 1988 Annual Meeting Paper.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Department of Health and Human Services, Washington, D.C.
PUB DATE- Oct 88
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
GRANT- DHHS-100A-83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Biological Sciences; *College Faculty; Economic Opportunities; *Entrepreneurship; *Faculty College Relationship; Faculty Development; Grantsmanship; Higher Education; Institutional Environment; *Organizational Development; Researchers; Research Universities
IDENTIFIERS- *ASHE Annual Meeting; Satisfaction

Interest in the relationship of entrepreneurship to organizational performance and validity is widely and increasingly discussed in educational contexts. An examination of academic entrepreneurship is presented in this paper. Five types of entrepreneurship are described, and many questions more directly related to organizational theory are examined, including the structure of entrepreneurship as a behavioral construct, the relation between individual entrepreneurship and possible predictors, the entrepreneurial elite, and whether there is any institutional patterning that suggests that universities have distinctive entrepreneurial strategies. Two surveys conducted in 1985 used a sample of life scientists and key administrators in major research universities. The life scientists were mailed a questionnaire dealing with their research activities. Data on university policies and characteristics were collected in a phone survey of 40 administrators having the most responsibility for life science departments. Data suggest that scientifically productive scholars are more entrepreneurial, and most academic groups do not develop norms that encourage multiple forms of entrepreneurship. A tentative conclusion is that entrepreneurship in academic settings is not an either/or condition, nor are the different forms minor variations on a similar social phenomenon. Contains 47 references. (SM)

ED 303 189 IR 052 649

Frank, Donald G.
Leadership in a Major Science-Engineering Library: Social and Political Factors and the Need to Communicate.
PUB DATE- 10 Jul 88
NOTE- 20p.; Paper presented at the Library Administration and Management Association President's Program at the Annual Convention of the American Library Association (New Orleans, LA, July 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Administrator Role; *Communication (Thought Transfer); Communication Skills; Higher Education; *Leadership Styles; *Library Administration; Library Associations; Users (Information)
IDENTIFIERS- *Science Libraries

This examination of the concept of leadership in the context of a large science-engineering library focuses on the importance of communication as it explores relevant social and political factors from an administrative perspective. The paper begins with an overview of the services and collections of the science-engineering library. The nature of leadership, including the importance of vision and communication, is then considered. A discussion of the environment of the science-engineering library--academic departments, students, other library administrators, and professional associations--follows. Categories of leadership roles of the administrator of the major science-engineering library are outlined: interpersonal roles (figurehead, leader, and liaison); informational roles (monitor, disseminator, and spokesman); and decisional roles (entrepreneur, disturbance handler, resource allocator, and negotiator). It is concluded that, although the major science-engineering library is unique, it is a microcosm of the main library, and the basic administrative skills needed to administer primary activities and operations are similar for the directors of both libraries. (4 references) (MES)

ED 303 274 PS 017 799

Pulliam, Katherine H.

An Annotated Bibliography of the Importance of Developmentally Appropriate Practices in Today's Kindergartens.

PUB DATE- Nov 88

NOTE- 81p.; Exit Project, Indiana University at South Bend.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Annotated Bibliographies; *Educational Practices; Glossaries; *Kindergarten; Literature Reviews; *Outcomes of Education; Primary Education

IDENTIFIERS- *Developmentally Appropriate Programs

A literature review on developmentally appropriate practices in kindergarten and remedies for inappropriate practices was conducted. The review resulted in four sets of annotated references: (1) a total of 18 annotations concerning factors influencing the developmental point of view; (2) a total of 14 annotations dealing with the effects of inappropriate kindergarten practices; (3) a total of 23 annotations focusing on possible remedies to problems caused by inappropriate practices; and (4) a total of 20 annotations concerning ways in which a developmentally appropriate kindergarten program can benefit all children. A summary of findings from the research follows the annotated citations. It is concluded that too many kindergartners are being categorized as failures as a result of inappropriate practices. Six general recommendations for appropriate practices are offered. (RH)

ED 303 303 RC 016 943

Eidell, Terry

What We Know about Administering Enrollment Decline and Fiscal Retrenchment in Schooling.

PUB DATE- 13 Oct 83
NOTE- 18p.; Speech given before the Phi Delta Kappa Chapter Meeting (Charleston, WV, October 13, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Cooperation; Community Support; *Declining Enrollment; Educational Equity (Finance); *Efficiency; Elementary Secondary Education; Finance Reform; *Financial Problems; Public Schools; *Retrenchment; School Closing
IDENTIFIERS- Washington (Seattle)

This speech reviews the literature on school closings in the context of declining economic support. Declining school enrollment, coupled with declining funds (fiscal retrenchment), makes school district reform necessary. A school district in Seattle, Washington took approximately a decade to resolve these problems. A district planning commission's recommendations finally made school closing successful and politically acceptable. This speech commends Boyd and Wheaton's "rational model" for dealing with these problems. It has four ingredients: (1) design the best solution which is politically viable; (2) secure community and staff understanding and consent; (3) maintain legitimacy of the educational leaders' policymaking process; and (4) move rapidly toward closure on retrenchment decisions. It also commends Berger's two-by-two matrices to help school personnel deal more systematically and successfully with managing school decline. The "Substantive Issue Matrix" contains equity and efficiency as consequences on one axis, and revenue generating and cost cutting as types of policies on the other axis. The "Process Issues Matrix" contains equity and efficiency as consequences on one axis and technical and political as policies on the second axis. Berger performed a post facto analysis on case studies from 70 school districts involved in retrenchment. His findings show that decisions and actions which optimize efficiency produce more positive long-term organizational consequences. Behm suggests that dealing positively with retrenchment requires leaders to take aggressive action. Boyd and Wheaton found that different processes should be used with "white collar" and "blue collar" communities. (KS)

ED 303 349 SE 050 333

Measurements. Mathematics Series: Principles, Concepts and Applications.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 88

NOTE- 129p.; Colored pages may not reproduce well.

AVAILABLE FROM- State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1500 West 7th Avenue, Stillwater, OK 74074 (SP-1023, $20.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Learning Modules; Mathematical Applications; Mathematical Concepts; Mathematical Enrichment; Mathematics Achievement; Mathematics Materials; *Mathematics Skills; Mathematics Tests; *Measurement; *Measurement Techniques; *Secondary School Mathematics; *Vocational Education

The "General Mathematics" series contains six modules, intended to help students become more competent with basic mathematics. The Measurements module is designed to allow students to build or increase their level of understanding of measurements. The module helps students develop those skills necessary to successfully understand and use basic measurement skills that are necessary for many vocational jobs and that act as a basis for additional principles. Units include: (1) "Linear Measurement"; (2) "Units of Measure"; (3) "Figuring Board Feet"; and (4) "Reviewing Measurements." The format of each unit includes basic components that form a unit of instruction: performance objectives, suggested activities for the instructor, information sheets, tests, answers to tests, and assignment sheets. Depending on specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction. (YP)

ED 303 364 SE 050 354

Wiske, Martha Stone; And Others

Collaborative Research Goes to School: Guided Inquiry with Computers in Classrooms. Technical Report.

Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-88-3
PUB DATE- Dec 88
NOTE- 80p.
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; *Curriculum Design; Geometry; Mathematics Instruction; Science Instruction; Secondary Education; *Secondary School Mathematics; *Secondary School Science; *Theory Practice Relationship
IDENTIFIERS- *Collaborative Research

Twin aims--to advance theory and to improve practice in science, mathematics, and computing education--guided the Educational Technology Center's (ETC) research from its inception in 1983. These aims led ETC to establish collaborative research groups in which people whose primary interest was classroom teaching and learning, and researchers concerned primarily with developing and testing theory, would keep each other honest. Several such groups identified targets of difficulty in the K-12 science, mathematics, and programming curricula and proceeded to develop experimental approaches including new technologies to improve teaching of these conceptually difficult topics. Most groups began with close observations of individual students and progressed to design materials and activities for teaching experiments which they conducted first with small groups and then with whole classrooms. Three of ETC's research groups had the following proposals: (1) using microcomputer based laboratory equipment and other technologies to teach students about heat and temperature; (2) infusing a programming "metacourse" into introductory classes in BASIC; and (3) teaching with the "Geometric Supposers" to incorporate inductive reasoning into traditional geometry courses. Included are goals, approaches, and implementation requirements of the innovations; discussion of the laboratory sites; and findings for introducing and integrating new technologies. (MVL)

ED 303 089 HE 022 109

Allen, Walter R.; Wallace, John
Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper.
SPONS. AGENCY- Michigan Univ., Ann Arbor. Office of Minority Affairs.
PUB DATE- Oct 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Access to Education; Black Colleges; *Black Students; College Role; College Students; Comparative Analysis; Higher Education; Individual Characteristics; Institutional Characteristics; Occupational Aspiration; *Outcomes of Education; Role of Education; *Social Integration; State Universities; Student Adjustment; *Student Development
IDENTIFIERS- *ASHE Annual Meeting; College Outcomes Assessment

Three outcomes of the college experience for black students in U.S. higher education (student academic achievement, student social integration into campus life, and student occupational aspirations) are discussed with a theoretical emphasis on connections between institutional and individual characteristics in the explanation of student outcomes. Data were drawn from a national sample of black students currently enrolled in selected black and white, state-supported universities. This study uses the interactionist perspective and draws from the social structure and personality perspective. Evidence suggests that black students on black campuses are more disadvantaged in socioeconomic and academic terms than are black (or white) students on white campuses, but students on black campuses display more positive psychosocial adjustments, great academic gains, and greater cultural awareness/commitment. Central in the determination of how individual and institutional characteristics influence black student experiences in higher education are students' interpersonal relationships which form the bridge between individual dispositions and institutional tendencies. The student's academic performance will be affected by the quality of life at the institution, the level of academic completion, university rules/procedures, relationships with faculty, and friend-support networks. Tables are included. Contains 37 references. (SM)

ED 303 203 JC 890 058

Youngren, Tom; And Others
Community Forum: The First Step in Strategic Planning.
Elgin Community Coll., Ill.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Community Colleges; *Community Involvement; *Community Leaders; Cooperative Planning; *Long Range Planning; Organizational Objectives; *School Community Relationship; Socioeconomic Influences; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Environmental Scanning

A description is provided of Elgin Community College's (ECC's) effort to involve community leaders in environmental scanning. Introductory comments explain the use of a community forum to bring 252 local leaders to the campus to start off a year-long planning activity by developing a database of information on economic and social trends. After explaining how ECC's environmental planning process differed from typical environmental scans, the paper discusses the strategy used to recruit local experts for the half-day forum and the range of socioeconomic sectors they represented. The next section discusses the format of the forum, which used small groups to identify 281 socioeconomic events, trends, and developments, and a large assembly to review the trend and priority statements developed by the small groups. After describing how the college's planning task force discussed, analyzed, and further synthesized the raw trend statements into nine key trends relevant to the college's future, the paper explains how these key trends were used to develop preferred future scenarios for the institution. Concluding comments stress the importance of the community forum, which stimulated staff members to look outside the institution while promoting community involvement with planning processes. An outline of small group activities, sample trend statements, and a list of the nine major external trends are attached. (AAC)

ED 303 245 PS 017 742

Nakatsu, Gail
Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese).
Union of Pan Asian Communities, San Diego, Calif.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; San Diego County Dept. of Social Services, CA.
PUB DATE- 87
NOTE- 123p.; Compiled for publication by Jessica Kheo. For English and Lao versions, see PS 017 741 and PS 017 743. For companion resource manual, see PS 017 744.
GRANT- 90-CW-0775
LANGUAGE- Vietnamese
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Americans; *Child Caregivers; Chinese Americans; *Curriculum; Early Childhood Education; *Family Day Care; *Refugees; *Small Businesses; Vietnamese; Vietnamese People
IDENTIFIERS- *Caregiver Training

California's Family Day Care Training Program was designed to recruit and train, in 7 weeks, Lao, Vietnamese, and Chinese refugees to establish their own state-licensed, family day care homes. Topics in the program's curriculum include an introduction to family day care, state licenses and licensing requirements for family day care, licensing application forms, tuberculosis clearances, fingerprinting, welfare benefits and self-employment, visitation of a day care home and preschool, preparation of the home for day care, safety-proofing of the home, child care equipment, home inspections, nutrition, meal planning and budgeting, health and illness, financial policies, recruitment, effective communication skills, behavioral problems of children, emergency situations, and basic business management. Written in Vietnamese, this document provides the content of instruction, forms, and regulations central to the curriculum topics. (RH)

ED 303 334 SE 050 288

Guenther, John E.; Corbitt, Mary Kay
Using the Newspaper in Secondary Mathematics.
American Newspaper Publishers Association Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 14p.
AVAILABLE FROM- American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington, DC 20024 ($15.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Estimation (Mathematics); Experiential Learning; Instructional Improvement; Instructional Materials; Mathematical Enrichment; *Mathematics Instruction; *Mathematics Materials; Misconceptions; *Motivation Techniques; *Newspapers; Problem Solving; *Secondary School Mathematics

Most teachers agree that the mathematics skills needed for today's world encompass more than basic computation. It is important that schools provide students with the skills to organize and analyze the wealth of information that confronts them on a daily basis. Therefore, the quantitative reasoning skills required for intelligent problem solving must be an integral part of the school mathematics curriculum. Problem solving is a skill that can be enhanced by students who use the newspaper as a part of their mathematics instruction. Newspapers supply information that students can analyze, interpret, and apply to everyday problems. This publication provides secondary mathematics teachers with a series of meaningful activities that use the newspaper as a learning resource. The activities are designed to provide experiences in: (1) several important skill areas by cultivating an awareness of mathematics which should result in increased motivation; (2) the understanding of numerical concepts; (3) "real-life" applications of mathematics; (4) working with data using tables, charts, or graphs; (5) concepts of probability; and (6) geometry and measurement. Included in this publication is a brief discussion of the purposes of mathematics education, the advantage of using the newspaper, and the relationship between the two. (RT)

ED 303 425 SP 030 838

Bermingham, Jack; And Others
Multicultural Education for the Classroom.
PUB DATE- Feb 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; Cultural Pluralism; *Curriculum Development; Global Approach; Higher Education; *Multicultural Education; Preservice Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs

The National Council for the Accreditation of Teacher Education (NCATE) now requires teacher education programs to implement a multicultural component as part of teacher education. There is no expectation that a teacher education program would, or could, produce students with broad-based knowledge in all areas, but it is reasonable to require some depth of understanding of Third World issues generally, and perhaps one area specifically, e.g., Latin America. Students should also have expertise on United States society, a sense of the participation and contribution by minorities, and some understanding about one minority group. This paper offers a feasible design of options for implementing a multicultural education course in teacher education programs, given normal resources. An outline is presented of the goals, assumptions, historical development, teacher competencies, and a curricular process for such a course. (JD)

ED 303 442 SP 030 867

Blood Cholesterol Measurement in Clinical Laboratories in the United States. Current Status. A Report from the Laboratory Standardization Panel of the National Cholesterol Education Program.

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.

PUB DATE- Jan 88

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Clinical Diagnosis; Clinics; *Health Services; *Medical Care Evaluation; Medical Services; Preventive Medicine; *Screening Tests

IDENTIFIERS- *Cholesterol

Precise and accurate cholesterol measurements are required to identify and treat individuals with high blood cholesterol levels. However, the current state of reliability of blood cholesterol measurements suggests that considerable inaccuracy in cholesterol testing exists. This report describes the Laboratory Standardization Panel findings on the precision and accuracy of plasma or serum total cholesterol measurements in United States clinical laboratories and provides a series of broad recommendations designed to improve performance. The report is divided into 5 sections concerning: (1) why precise and accurate cholesterol measurements are needed; (2) current state of reliability of blood cholesterol measurement: the clinical laboratory, the physicians office and alternate site testing equipment; (3) reliable cholesterol measurements: what is possible; (4) factors contributing to acceptable analytical performance; and (5) resources currently available. A glossary and 28 references are included. (JD)

measured in native language development. However, the program's attendance rate was significantly higher than the school-wide attendance rate. Recommendations for program improvement include reestablishment of parent English and Americanization classes, class organization, staff development, and modification of objectives. (MSE)

ED 303 051 FL 017 799

Robinson, David
Language Policy and Planning. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change Strategies; *Language Planning; Language Role; *Official Languages; *Public Policy; Syntax; Uncommonly Taught Languages; Written Language
IDENTIFIERS- ERIC Digests

Language planning is official, government-level activity concerning the selection and promotion of a unified administrative language or languages. Language planning initiatives arise in response to sociopolitical needs and attempt to meet those needs by reducing linguistic diversity. Several stages occur in the language planning process. The first stage, needs analysis, involves the selection of the language or language variety. The next stages are called "status planning" and include codification and standardization. Fine-tuning the selected language or language variety is called "corpus planning" and includes elaboration and cultivation. Specific areas of language use that are affected by language planning decisions include writing systems, lexicon, and syntax. Responses from educational systems to language planning decisions include monolingual instructional programs, transitional bilingual education programs, language maintenance programs, and immersion programs. Many different groups of people are involved in language planning initiatives, including sociologists, political scientists, educators, linguists, writers, and national language academies. The status of language planning in the United States is described. (DJD)

ED 303 064 HE 022 084

Pratt, Anne M.
The Benefits of Corporate-University Partnerships. ASHE 1988 Annual Meeting Paper.
PUB DATE- 5 Nov 88

NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Responsibility; *Corporate Support; Donors; Educational Finance; Education Work Relationship; *Higher Education; Private Financial Support; *School Business Relationship; School Community Relationship; *School Responsibility
IDENTIFIERS- *ASHE Annual Meeting; Partnerships in Education

The benefits of relationships between corporations and universities are examined, noting the economic benefit to both. Corporations like to see research and graduates that will increase company earnings, and this notion of benefits is often acknowledged by universities and corporations alike. However, there is much more involved. The tension between processes of institutional self-definition and market demand is great, and the public debate over the core curriculum is driven by different notions of who the people are, how they organize themselves, and why they do what they do. America has a vertically hierarchial and mechanistic view of the world, with a focus on discrete products and their profit, and academic institutions have been influenced by this metaphor. It is important to realize that just as a corporation is more than its product and profit, a university is more than the books, articles, plays, music, and people it produces. Science must be driven by more than funding sources, and university endowments must depend on more than good economic investments and profits. This self-conscious process might leave them freer to concentrate on formulating "ethics of ends" about what is true, good, just, and beautiful. Corporate support of academic research today is fraught with ethical issues. Students must be encouraged to risk clear communication, develop broad-ranging conceptual skills for making meaning of information, be creative and seek surprise in all facets of living, and employ self-conscious ways of testing a reality against others. Contains 10 references. (SM)

Age Group and Sex of Students. Fall 1987. Report No. 8-88.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Oct 88
NOTE- 637p.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Age Groups; College Students; *Educational Change; *Enrollment Trends; Full Time Students; Graduate Study; Higher Education; Part Time Students; *Sex; State Surveys; *Student Characteristics; Undergraduate Study
IDENTIFIERS- *New York

The fourteenth annual report on student characteristics as described by age group and sex at the State University of New York (SUNY) is presented. The five sections of the report are divided as follows: (1) summary tables with data for the entire system as well as each institution and institutional type; (2) system summaries of institutions by age group displaying headcount and percentage arrays of students by age group for each institution and institution type; (3) trends in distribution by age group and sex, 1981-87, age groups of under 19, 20-24, 25-34, and 35 and over; (4) trends in distribution by age group and sex, indexed to fall 1981, age groups of under age 25 and 25 and over; and (5) trends in annual change displaying change and percent of change in the age and sex trends by level and load from fall 1982. Appended is a map locating the SUNY institutions, chronology of their dates of establishment, and a publications list. (SM)

ED 303 145 IR 013 615

Media Coordinator Performance Appraisal Instrument. Workshop Participant's Manual.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Media Programs.

PUB DATE- 88

NOTE- 62p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; Learning Resources Centers; Library Administration; Library Instruction; Library Planning; *Library Role; *Media Specialists; *Personnel Evaluation; Public Relations; School Libraries; State Programs

Created for use in a workshop designed to increase knowledge and improve understanding of the role of the media coordinator, this manual details the process, and provides the instrument, to be used in the evaluation of school media coordinators in North Carolina. Guidelines provide brief descriptions of each of the six major functional areas--management of instruction, management of public relations, planning for the media program, management of resources, management of the facility, and the carrying out of professional responsibilities--together with suggested methods of evaluation, interview questions, and specific things to look for. Attachments contain the state-approved job description for media coordinators, a copy of the media coordinator performance appraisal instrument, and an outline of indicators of practices and sample evidences of those practices for each of the functions. (EW)

ED 303 176 IR 052 626

Schamber, Linda
Optical Disk Formats: A Briefing. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),

Washington, DC.
REPORT NO.- EDO-IR-88-4
PUB DATE- May 88
NOTE- 3p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Information Retrieval; Information Sources; *Information Storage; *Information Systems; Interactive Video; *Optical Data Disks; *Technological Advancement; *Videodisks
IDENTIFIERS- ERIC Digests

This digest begins with a brief description and review of the development of optical disks. Optical disk formats are then described by capability: Read Only Memory (ROM), Write Once, Read Many (WORM), Interactive (I), and Erasable (E); forms of information (audio, text or data, video or graphics, or a combination); and disk size (most often 12 or 4.72 inches in diameter). Some 12-inch formats are then briefly described: optical digital data disk, videodisc, digital video disk, and interactive video disk. Brief descriptions of compact disk formats cover compact audio disk, compact disk-read only memory (CD-ROM), and compact disk-write once, read many (CD-WORM). Future formats currently under development are also briefly described, including HDTV video disk (readable by high-definition television), compact disk-interactive (CD-I), digital video interactive (DVI), and compact disk-erasable magneto optic (CD-EMO). It is concluded that, although the new technology presents some problems, these problems will disappear within the next few years because of the new formats and systems being developed. It is suggested that interested users may keep up-to-date on new developments in this rapidly developing field by contacting manufacturers directly and by reading recent periodicals. (10 references) (CGD)

ED 303 217   JC 890 074

Long Range Plan, 1988-1991. Williamsport Area Community College.
Williamsport Area Community Coll., Pa.
PUB DATE- Jul 88

NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; College Instruction; *College Planning; Community Colleges; Educational Finance; Institutional Mission; *Long Range Planning; *Organizational Objectives; Student Personnel Services; Two Year Colleges

During the 1987-88 academic year, Williamsport Area Community College's Long Range Planning Committee acted as the steering committee for the development of a three-year long-range plan. The committee's first steps were to review the "Long Range Plan Update 1987," identify the strengths and weaknessess of the previous planning process, develop a revised process, and establish a timetable. One of the initial stages in the revised planning process was the review and reaffirmation of the statements of college philosophy and mission that were developed in 1984, and the adoption of a new "Focus Statement" to highlight the college's commitment to 100% student success. The committee then reviewed the 14 goals incorporated into the 1984 long-range plan and consolidated them into four goal areas: instruction, student support, academic support, and institutional support. Public service was added as a new goal area. Statements were prepared to explain the nature and scope of the goal areas and to specify narrower goals within the areas and related tasks. The planning process provides for continuous updating, and the long-range plan describes only those tasks that are beyond the scope of routine activities performed at the college. In addition to describing the planning process, the long-range plan presents the philosophy, mission, focus, goal, and task statements. (AJL)

ED 303 260 PS 017 771

Jones, Elaine F.; Nelson-LeGall, Sharon
Children's Use of Effort and Intentionality in Social Judgments of Others.
PUB DATE- Apr 88
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cues; Early Childhood Education; *Elementary School Students; *Moral Values; Preschool Children; *Value Judgment
IDENTIFIERS- *Effort; *Intention

Assessed were children's uses of effort and intentionality cues in judgments of morality and disposition. Children of 4, 7, and 10 years were presented with one prediction and four judgment stories. Judgment stories factorially combined two levels of intentionality and two levels of effort. These stories described different actors and the same negative outcome. A fifth story described the actor in a different situation for the purpose of assessing the children's predictions. Children rated the morality of the actor's behavior and predicted whether the actor would display similar behavior in a different situation. Children also rated the actor's disposition. Although children at each age level used intentionality cues when making judgments of morality and disposition, preschool children rated less culpable actors more negatively than did elementary school children. As expected, predictions were influenced by intentionality for elementary school students only. Preschoolers displayed little use of effort cues when rating accidental and intentional actors. Elementary school children's ratings differed significantly due to effort cues for intentional actors only. These findings suggest that by the age of 7 years, children find that effort cues provide important information about an actor's motives and goals. (RH)

ED 303 289 RC 016 905

Borgrink, Henry
New Mexico Dropout Study, 1986-87 School Year.
New Mexico State Dept. of Education, Santa Fe. Evaluation, Testing, and Data Management Unit.
PUB DATE- Nov 87

NOTE- 23p.; Colored graphs may not reproduce well. For the 1983-84 study, see ED 264 052.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indians; Black Students; Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; Enrollment; *Ethnic Distribution; High Schools; Hispanic Americans; *Public Schools; School Districts; School Statistics; Secondary Education; Sex Differences; State Surveys; White Students
IDENTIFIERS- *New Mexico

A survey of all New Mexico public schools with students enrolled in grade nine or higher gathered data on the extent and nature of the school dropout problem during the 1986-87 school year. All 88 New Mexico school districts and 100% of the 146 schools surveyed provided information on grade, sex, ethnicity, and reason for dropping out for students who left school prematurely. During 1986-87, 6,495 ninth through twelfth grade students dropped out, resulting in a dropout rate of 8.0%, up from 7.4% the previous school year. Males dropped out of school proportionately more than females, an effect which has been true each year of this annual study. The highest dropout rates occurred among Native American students (12.0%) and Hispanic students (9.0%), the lowest among Asian students (4.1%). Native American students have consistently experienced the highest dropout rates. Anglo, Black, and Hispanic students experienced the highest dropout rates in grade 10, and Native American students in grade 9. The most frequent reason for dropping out was lack of motivation or interest (22.0% overall). Native American students had a disproportionately high rate of expulsion (17.3% versus 1.5-2.1% for other ethnic groups). The report contains seven figures and three tables, and provides dropout rates from 1978-79 through 1986-87. Appendices list enrollments and dropout rates for each school and district and include the survey instrument. (SV)

ED 303 318   SE 050 265

Druger, Marvin, Ed.
Science for the Fun of It. A Guide to Informal Science Education.
National Science Teachers Association, Washington, D.C.
REPORT NO.- ISBN-0-87355-074-9
PUB DATE- 88
NOTE- 137p.; Photographs may not reproduce well.

AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009 ($15.00, 10% discount on 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Facilities; Educational Innovation; Educational Media; Educational Opportunities; Educational Television; *Elementary School Science; Elementary Secondary Education; *Mass Media; *Museums; *Nonformal Education; Periodicals; Program Descriptions; Science Education; *Secondary School Science; *Zoos

School provides only a small part of a child's total education. This book focuses on science learning outside of the classroom. It consists of a collection of articles written by people who are involved with several types of informal science education. The value of informal science education extends beyond the mere acquisition of knowledge. Attitudes toward science can be greatly influenced by science experiences outside of the classroom. The intent of this book is to highlight some of the many out-of-school opportunities which exist including zoos, museums, television, magazines and books, and a variety of creative programs and projects. The 19 articles in this volume are organized into four major sections entitled: (1) "Strategies"; (2) "The Media"; (3) "Museums and Zoos"; and (4) "Projects, Competitions, and Family Activities." A bibliography of 32 references on these topies is included. (CW)

ED 303 395 SO 019 636

Irwin, Wallace, Jr.
The Politics of International Sport: Games of Power. Headline Series No. 286.

Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-121-8
PUB DATE- Aug 88
NOTE- 76p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Foreign Policy Association, 729 Seventh Ave., New York, NY 10019 ($4.00 + $1.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Athletics; *International Relations; Political Issues; *Political Power; Politics
IDENTIFIERS- *Olympic Games; *Power Struggles

This booklet considers the relationships among international politics and sports in terms of the Olympic Games and of: (1) the concept of what appears to be popular is politically important; (2) the opportunities that sports offer people, regardless of color or class; (3) a country's general physical fitness; (4) the pride and prestige that sports success promotes; and (5) the business opportunities that are created through sports' popularity. Chapter 1 illustrates these relationships. Chapters 2 and 3 chronicle the history of the modern Olympic Games, while chapter 4 explores standards for athlete selection and financing procedures. How international power conflicts have affected the Olympic system is discussed in chapter 5, and chapter 6 describes the role of developing nations in relation to the Olympic Games. The USSR's entrance into international sports after 1950 is explored in chapter 7, while chapter 8 provides information about the U.S. role in world sports. Discussion questions for students, photographs, and a 19-item bibliography are included. (JHP)

ED 303 410 SO 019 675

Martin, David L.
Computer Mapping Super Tuesday Results in the South.

PUB DATE- 5 Nov 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Southern Political Science Association (Atlanta, GA, November 3-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Computer Oriented Programs; *Presidential Campaigns (United States); *Voting
IDENTIFIERS- *Computer Mapping; County Surveys; *Presidential Primaries; United States (South); Voting Behavior

This paper describes how the computer program "Elections," was used to trace voting patterns during Super Tuesday, the U.S. presidential primary elections held on March 5, 1988. The voting results were entered into the computer as the primary returns were reported on national television. The computer mapping provided an improved means for ascertaining how aggregate votes were distributed. The voting data were entered at the county level, from primary candidates selected, and by votes compared through tracking of voting behavior. Five references and a one-page summary of the "Elections" program are included. (DJC)

ED 303 103 HE 022 127

Defaults in the Federal Guaranteed Student Loan Programs. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 16 Jun 88
NOTE- 405p.; Serial No. 100-86. Some pages may not copy well due to small, light print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; Educational Legislation; Federal Aid; *Federal Legislation; Hearings; Higher Education; *Loan Repayment; Policy Formation; *Public Policy; Student Financial Aid; *Student Loan Programs; Student Responsibility
IDENTIFIERS- Congress 100th; Default Analysis; *Guaranteed Student Loan Program; Proposed Legislation

Hearings were conducted to discuss legislation aimed at reducing student loan defaults in the federal Guaranteed Student Loan program. The Student Default Initiative Act of 1988 is designed to address the growing cost of student loan defaults and the increasing imbalance between grant and loan assistance. It develops a procedure to get the Department of Education more involved in the review of schools that might have potential student loan default problems, proposes legislative changes to help assure the integrity of the student aid system, offers provisions to make sure students do not receive more loan assistance than they can handle, and makes suggestions in the Pell Grant program to ensure that grant aid will be available for low income students. Statements are presented from Representatives Pat Williams, E. Thomas Coleman, James Jeffords, and a variety of witnesses on the Guaranteed Student Loan default bills introduced by different members of Congress. Prepared letters and supplemental materials are included. (SM)

ED 303 131 HE 022 160

Zaporozhetz, Laurene Elizabeth

The Dissertation Literature Review: How Faculty Advisors Prepare Their Doctoral Candidates.

PUB DATE- Aug 87
NOTE- 166p.; Ph.D. Dissertation, University of Oregon.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Degree Requirements; *Doctoral Dissertations; Educational Counseling; *Faculty Advisers; Graduate School Faculty; Higher Education; *Library Skills; *Literature Reviews; Online Searching; Questionnaires; *Research Methodology
IDENTIFIERS- ERIC

Thirty-three active doctoral advisors on the faculty of a research oriented university participated in a study of the way faculty advisors prepare their doctoral candidates for the literature review portion of the dissertation. It is noted that common student opinions are: their own library use skills are inadequate; this inadequacy is shameful; and the inadequacy would be revealed by asking questions. The overall response pattern from the 33 advisors indicates the following beliefs and general advising procedures: (1) they consider refereed journals, books, dissertations, and ERIC the most productive bibliographic formats for the dissertation literature review in education; (2) they rank the literature review chapter the lowest of the five standard dissertation chapters when reflecting on their level of advising expertise and the amount of time they give to a chapter; (3) they rank the research/methodology chapter highest on both counts; (4) some of them have little knowledge of computerized searching technologies; (5) they expect their advisees to have bibliographic skills at the doctoral level; and (6) advisors should offer assistance after doctoral candidates do the literature review and return with the results. Study findings suggest that graduate programs should examine and update the doctoral advising procedures and policies, consider bibliographic instruction on par with research methodology instruction in the preparation of doctoral candidates, and reexamine the current admission policy. Two appendices provide a copy of the preliminary questionnaire and tables describing members of the study group. Contains 66 references. (Author/SM)

ED 303 161 IR 052 611

Summary of Computer Usage and Inventory of Computer Utilization in Curriculum. FY 1987-88.

Tennessee Univ., Chattanooga. Center of Excellence for Computer Applications.

PUB DATE- Sep 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; *Computer Assisted Instruction; Curriculum Development; Higher Education; *Information Systems; Longitudinal Studies; Microcomputers; Surveys; Users (Information); *Use Studies
IDENTIFIERS- Mainframe Computers

This report presents the results of a computer usage survey/inventory, the ninth in a series conducted at the University of Tennessee at Chattanooga to obtain information on the changing status of computer usage in the curricula. Data analyses are reported in 11 tables, which include comparisons between annual inventories and demonstrate growth patterns in university computer facilities. Variables studied include the number of courses using computers, faculty computer usage, primary method of using computers in a course, the relationship of computing to the course, number of hours of computer usage per student, computer facilities used in curricula, connect and CPU time, and number of jobs transmitted to University of Tennessee-Knoxville facilities. Inventories are then presented by departments within the College of Arts and Sciences, School of Business Administration, School of Education, School of Engineering, College of Health and Human Services, and undergraduate and special programs. It is noted that the findings of this survey continue the trend of two previous inventories, which showed a rise in microcomputer usage and a corresponding drop in mainframe usage. (CGD)

JC

ED 303 190 JC 880 540

Anderson, Stephen E.
Evaluation Manual for Community-Based Training Programs.
George Brown Coll., Toronto (Ontario).
SPONS. AGENCY- Ontario Ministry of Skill Development, Toronto.
PUB DATE- Oct 87
NOTE- 392p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Community Programs; *Community Services; *Data Analysis; *Data Collection; Educationally Disadvantaged; Employment Programs; Evaluation Criteria; *Evaluation Methods; Foreign Countries; Job Training; Postsecondary Education; *Program Evaluation; Self Evaluation (Groups)

Designed to assist providers of community-based employment training programs in the assessment of their efforts, this manual provides a conceptual framework and practical advice for planning and carrying out locally directed evaluations. After section I explains the purpose of the manual, section II presents a planning guide that establishes certain assumptions about community-based programs, and offers recommendations concerning the creation of an evaluation team, the establishment of the purpose of the evaluation, data collection and analysis, and management. Section III explains basic research and data collection methods, covering the use of questionnaires, rating scales, interviews, observations, tests, logs, program records, trainee feedback, and staff discussion. Section IV contains practical suggestions for analyzing and interpreting quantitative and qualitative evaluation data. Each of 10 appendixes covers a specific feature common to many community-based training programs, including entry criteria and processes, course content, instruction, learning styles, work placements, trainee performance, access to services, completion outcomes, follow-up studies, and program administration. (AJL)

ED 303 231   JC 890 090

McCarthy, Frederick J.
F. Y. I. Institutional Research Reports Numbers 1-6.
Jefferson Community Coll., Watertown, N.Y.
PUB DATE- 89
NOTE- 41p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Class Size; Community Colleges; Day Care Centers; *Participant Satisfaction; School Surveys; State Surveys; *Student Attitudes; Student Educational Objectives; *Student Needs; Study Habits; Two Year Colleges; *Two Year College Students

In 1988, Jefferson Community College (JCC) initiated this series of brief institutional research reports to alert the campus community regarding information about itself. The first six issues present selected findings from JCC students' responses to a statewide student opinion survey. The survey, which included both standardized and JCC-specific questions, was responded to by 465 of JCC's 1,800 students. The research briefs focus on student responses regarding: (1) JCC's smoking policy and the school's affiliation with Fort Drum; (2) JCC's system for alerting students to their mid-term academic deficiencies; (3) the creation of a child care facility for the JCC community; (4) their use of the library, hours per week they spent studying, and their educational and career goals; (5) their voter registration status, drinking habits, extracurricular interests, opinions regarding the funding of intercollegiate athletics, satisfaction with JCC's transfer services, interest in on-campus housing, sources of financial support, and opinions regarding the need for particular community services; and (6) their satisfaction with instruction, the sizes of their classes, educational needs, the usefulness of student support services, experiences transferring into JCC, interactions with instructors, health insurance, and campus safety. (AAC)

PS

Vanlaningham, Brenda
Four Areas of Influence Which May or May Not Contribute to the Academic Achievement of Kindergarten Students.
PUB DATE- 21 Nov 88
NOTE- 48p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Day Care; Elementary School Curriculum; *Kindergarten; Parent Influence; Parent Participation; *Performance Factors; Preschool Education; Primary Education; Scheduling; *School Readiness

This study examines research related to factors which influence achievement at the kindergarten level. It also attempts to increase awareness of kindergarten programs which make a child's first experience in school a positive one. The main portion of this paper consists of an annotated bibliography of 34 references divided into four sections. The first examines preschool experiences and their influence on kindergarten achievement. The focus is on the formal preschool program and alternative child care programs. The second section concentrates on parental influence on children's later achievement. Literary interest and language development are two positive effects on later school achievement that result from the influence of the home environment. The third section focuses on schedule effects on kindergarten achievement. Half-day everyday, full-day everyday, full-day alternate-day, and other schedules are compared for significant differences in achievement, classroom behavior, attendance, and long-term effects in elementary school. The fourth section discusses aspects of curriculum. Developmental placement and transition room achievements are noted. The paper concludes with a summary of the research, conclusions, and three recommendations based on the results. (RJC)

ED 303 350 SE 050 334

Durning, Alan B.
Action at the Grassroots: Fighting Poverty and Environmental Decline. Worldwatch Paper 88.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-89-5
PUB DATE- Jan 89
NOTE- 75p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developing Nations; Economically Disadvantaged; *Environmental Influences; *Global Approach; *Group Unity; Hunger; *International Cooperation; Pollution; Poverty; Poverty Areas; World Affairs; *World Problems

There are many forces of environmental and economic decline that endanger our communities and planet. These have caused a global threat which is very complex. The pressure to feed increasing numbers of people helps cause high rates of topsoil loss which results in decreased agricultural productivity. As poorer nations attempt to fight these problems, millions of their children die of preventable diseases. On the other hand, rising industrialization has caused acid rain and air pollution, leading to the death of lakes, forests and streams, and endangering human health. Individual efforts to combat these enormous threats appear miniscule but, when added together, their impact has the ability to revolutionize the earth. Grassroots groups, governments, and international agencies must learn to work together to show the world how to tap human energy to perform the acts for achieving and sustaining global economy. This publication contains an introduction and notes section, along with the following topics: (1) "Rising Grassroots Movements"; (2) "The Genesis of Local Action"; (3) "Meeting Human Needs"; (4) "Earning Our Daily Bread"; (5) "Protecting the Local Environment"; (6) "Reforming Development Assistance"; and (7) "From the Bottom and the Top." (RT)

ED 303 365 SE 050 355

Wiser, Marianne; And Others
Can Models Foster Conceptual Change? The Case of Heat and Temperature. Technical Report.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ETC-TR-88-7
PUB DATE- May 88
NOTE- 158p.; Drawings type may not reproduce well.
CONTRACT- OERI-400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; Computer Software; *Computer Uses in Education; Educational Technology; High Schools; Laboratory Equipment; *Laboratory Procedures; *Misconceptions; Models; Physics; Science Activities; Science Experiments; *Science Instruction; *Secondary School Science; *Thermodynamics

The target of difficulty of the Educational Technology Center (ETC) Heat and Temperature Group is basic thermal physics, particularly the differentiation between heat and temperature. High school teachers often find that thermal concepts are very difficult for their students to master and attribute students' difficulties at least in part to the failure to differentiate between heat and temperature. This failure would indeed account for the students' poor learning, since most thermal variables, laws, and principles are based on the differentiation and relation between heat and temperature. This group's curriculum has used microcomputers as laboratory tools: Microcomputer-Based Laboratories (MBL) allow students to collect, display, and summarize data collected from the "real world," while with Computer Laboratory Simulations students watch "ideal" experiments on the screen, setting parameters, not collecting data. Classroom interventions have helped students at the problem-solving level: students taught with microcomputers were better than control students at solving quantitative problems of the type given in science tests, but no evidence was found that the computer-based curriculum facilitated conceptual change. This report summarizes past work and the development of computer conceptual models, and reports the results of a pilot study conducted to test the models. (CW)

ED 303 379   SO 019 400

Pierce, Robert M.; Bell, Thomas L.
American Television: How Mass a Medium?
PUB DATE- Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of American Geographers (Phoenix, AZ, April 6-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Geographic Regions; Human Geography; *Mass Media Effects; *Mass Media Use; Networks; *Popular Culture; Programing (Broadcast); *Television Viewing

Television is one of the most pervasive forms of communication and one of the most influential and visible forms of popular culture. Some researchers believe that the mass communication capability of television has increased cultural homogeneity in all but a very few places. This paper contends that the American, National, and Columbia Broadcasting networks (ABC, NBC, and CBS) present enough variation in programming to permit television to be a variable, not homogeneous, mass medium. Differences also occur in the number of television channel choices available in individual homes. None of these three networks provides complete national programming delivery, and some geographic areas receive programming from only one or two of the three networks. A difference exists in the broadcast range between Ultra High Frequency (UHF) and Very High Frequency (VHF) stations, and local stations may consciously delete selected programs. Program content analysis and audience surveys are needed to determine if variations in communication patterns produce a diversity in U.S. popular culture. Nine references, four tables, and three maps are included. (JHP)

ED 303 426　　　　　　　　SP 030 839

Teacher Education and Learning To Teach: A Research Agenda. Issue Paper 88-7.

National Center for Research on Teacher Education, East Lansing, MI.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 88

NOTE- 24p.

AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($3.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Data Collection; Educational Research; *Evaluation Criteria; Higher Education; Preservice Teacher Education; *Research Design; *Research Methodology; *Teacher Education Programs

This paper reports on the activities of the National Center for Teacher Education, which is examining what teachers are taught and what they learn in different kinds of teacher education programs. The Center's work combines case studies of different teacher education programs with longitudinal studies of participants' learning. Putting together data about the purposes, character, and quality of programs with data about how teachers and prospective teachers' ideas and practices change over time enables the Center to address the central research question: What do teacher education programs contribute to teachers' learning? This paper describes how the Center is exploring that question and what may be learned from the investigation. A discussion is presented on how the key terms in the research question are conceptualized and a description is given of data collection strategies. Some of the contributions and limitations of the Center's research are discussed. (JD)

ED 303 443 SP 030 869

Ritter, Donald E.
Curriculum Content Today and Tomorow: Will Students Be Motivated To Learn?
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Thinking; *Critical Thinking; *Curriculum; Decision Making; Educational Trends; Elementary Secondary Education; *Futures (of Society); *Learning Strategies; Mass Media; Self Esteem; *Student Motivation
IDENTIFIERS- *Thinking Skills

This paper examines motivation in elementary and secondary schools and discusses its relationship to critical and creative thinking, student decisionmaking, future trends, and mass media. It is suggested that thinking is an important consideration in teaching students and that there is a relationship between student thinking and motivation. Self-esteem and a feeling of self-worth were found to play an important role in student motivation. In order to protect self-esteem the individual often displays corresponding low-effort behaviors, but it was learned that interventions can be designed to impact on students' motivations. The literature revealed that imposed learning results in passive learners, a characteristic that is considered undesirable. It was also found that in order for critical and creative thinking to impact positively on the motivation of learners, they should be allowed to pursue their own self-interest in school. Technology was also found to have a positive impact on student motivation. However, the use of technology also results in some difficulty relative to teaching critical and creative thinking skills. The impact of a futures related curricula is discussed as well as the relationship of public school curriculum content, critical and creative thinking, and motivation. (Author)

ED 303 077 HE 022 097

Greenland, Annette
A Method for Assessing Institution-Wide Responsiveness to Adult Undergraduates in Traditional Colleges and Universities. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; Continuing Education; Education; *Educational Assessment; Educational Environment; Enrollment Trends; Equal Education; Higher Education; *Student College Relationship; *Undergraduate Students
IDENTIFIERS- *ASHE Annual Meeting; University of Massachusetts Amherst

An effective method for assessing responsiveness to adult undergraduates in institutions serving primarily traditional-age students is described. Information from previous literature was applied to the University of Massachusetts at Amherst in order to gather quantitative data on usage of certain practices plus a sense of campus receptivity to, and student satisfaction with, those effective practices. "Postsecondary Education Institutions and the Adult Learner: A Self-Study Assessment and Planning Guide" was used to develop the organizing framework, theoretical base, and an item pool for the survey instruments. Data were manipulated in order to, among other things: rank practices according to the extent of proponence and usage; rank widely applicable support service practices, and characterize the institution as a whole. The data indicate the university is potentially responsive to adult undergraduates, but there is not a widely shared attitude that adult undergraduates are legitimate and growing. Recommendations include that: the university direct additional and public support to an academic advisors council, an office of adult learning services be established, and a task force assess the need for after 4:00 P.M. course offerings, determine older student enrollment rates in independent studies, and improve the articulation of continuing education modes of instruction. Contains 32 references. (SM)

ED 303 146　　　　　　IR 013 616

DeGooyer, Janice; Borah, Farfalla
What's Wrong with This Picture? A Look at Working Women on Television.
National Commission on Working Women, Washington, D.C.
PUB DATE- Nov 82
NOTE- 25p.; For related reports, see IR 013 617-622.
AVAILABLE FROM- National Commission on Working Women, 1325 G Street NW, Lower Level, Washington, DC 20005 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Cable Television; *Commercial Television; *Employed Women; *Family Characteristics; Longitudinal Studies; *Programing (Broadcast); *Sex Stereotypes; Television Research

This study examined 10 years of prime time programming--from 1972 to 1981--to discover how television has portrayed women who work outside of the home, together with the new technologies of cable and satellite television, their current programming for and about working women, and the possibilities for the future. The programs selected for each year were the top 25 shows as rated by Nielsen's. The programs were divided by genre, and for those programs having one or more continuing female leads, each female character was coded for race, age, economic status, marital status, occupational category, and number of children under 18 years of age. Analyses of these data showed that women television characters tended to be younger then women in real life; tended to be white in race; tended to have a professional occupation; tended to be single and without children if they worked outside of the home; tended more to be married in the earlier part of the decade, but then less so by the early 1980s; and were more likely to appear in situation comedies than in action/crime programs. In comparison to male television characters, working women were underrepresented, especially in professional occupations. In addition, men on television were older than women, and more likely to be married. A discussion of the future of cable television observes that, since cable television programming targets specific segments of the population, working women are a sizable group with special viewing interests and they would be a likely target for programming services. (EW)

ED 303 204 JC 890 059

Andrews, Hans A.; Licata, Christine M.

The State of Faculty Evaluation in Community, Technical, and Junior Colleges within the North Central Region, 1988-1989. A Research Study.

Council of North Central Community and Junior Colleges.

PUB DATE- 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Community Colleges; *Evaluation Methods; *Evaluation Problems; Faculty Development; *Faculty Evaluation; Merit Rating; Performance Factors; *Program Effectiveness; Questionnaires; Rewards; Surveys; Teacher Attitudes; *Tenured Faculty

In 1989, a study was conducted of the evaluation practices for tenured faculty used by members of the Council of North Central Community Junior Colleges. Questionnaires were mailed to the vice-president for academic affairs/instructional dean and the head of the faculty union/association at the 305 institutions. Information was solicited concerning the overall status of post-tenure review practices, evaluation outcomes and associated problems, perceptions regarding effectiveness and benefits, and recommendations for improving the evaluation process. Study findings, based on responses from 158 faculty leaders and 199 campus administrators, included the following: (1) at approximately 70% of the responding institutions, a system existed for the formal evaluation of tenured faculty; (2) faculty and administrators agreed that "classroom effectiveness" was the most important criterion in post-tenure evaluation; (3) faculty and administrators disagreed about the outcomes of the evaluation process, with 61% of the administrators reporting the establishment of a plan for professional growth as an outcome, and 62% of the faculty indicating that tenured faculty are left to their own devices to correct weaknesses; (4) 44.2% of the administrators indicated that they had documented between more than 1 and but less than 10 cases of unsatisfactory performance among tenured faculty in the past 5 years; (5) the most common problems associated with post-tenure evaluation were ineffective implementation of developmental plans, lack of a reward system, and inadequately trained evaluators; and (6) 73% of the faculty and 41% of the administrators were uncertain about the effectiveness of their campus's evaluation system. The survey instrument is attached. (AAC)

ED 303 246 PS 017 743

Nakatsu, Gail
Family Day Care Training Curriculum (Lao).
Union of Pan Asian Communities, San Diego, Calif.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; San Diego County Dept. of Social Services, CA.
PUB DATE- 87
NOTE- 199p.; Compiled for publication by Jessica Kheo. For English and Vietnamese versions, see PS 017 741-742. For companion resource manual, see PS 017 744.
GRANT- 90-CW-0775
LANGUAGE- Lao
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Americans; *Child Caregivers; Chinese Americans; *Curriculum; Early Childhood Education; *Family Day Care; Lao; Laotians; *Refugees; *Small Businesses
IDENTIFIERS- *Caregiver Training

California's Family Day Care Training Program was designed to recruit and train, in 7 weeks, Lao, Vietnamese, and Chinese refugees to establish their own state-licensed, family day care homes. Topics in the program's curriculum include an introduction to family day care, state licenses for family day care, state licensing requirements for family day care, licensing application forms, tuberculosis clearances, fingerprinting, welfare benefits and self-employment, visitation of a day care home and preschool,

preparation of the home for day care, safety-proofing of the home, child care equipment, home inspections, nutrition, meal planning and budgeting, health and illness, financial policies, recruitment, effective communication skills, behavioral problems of children, emergency situations, and basic business management. Written in Lao, this document provides the content of instruction, forms, and regulations central to the curriculum topics. (RH)

ED 303 304 RC 016 945

Reid, J. Norman

Rural Areas in the 1980s: Prologue to the 21st Century.

PUB DATE- Dec 88
NOTE- 26p.; Paper presented at the Appalachia Educational Laboratory's Annual State Educational Policy Symposium (3rd, Louisville, KY, December 4-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Policy; *Educational Strategies; Elementary Secondary Education; Public Schools; *Rural Areas; Rural Development; Rural Economics; Rural Education; *Rural Schools
IDENTIFIERS- Kentucky; *Nonmetropolitan Areas; Small School Districts; Tennessee; Virginia; West Virginia

The rural economy has performed badly during the 1980s. While the recession of the early 1980s was responsible for much of the trouble, the slow rural recovery demonstrates the fundamental hurdles facing the rural economy. Central among these are economic disadvantages, including remote locations isolating rural producers from their markets, low population densities that inhibit innovation and efficient production, and a rural population that is ill-prepared for better jobs that could pay higher incomes. Rural residents should not count on major shifts in the economy that would produce a windfall solution to their current economic problems. Instead, the most promising solutions require community-wide actions to adapt to change and to exploit the creative opportunities for economic growth that arise during times of economic change. Low educational attainment in one rural population and the relative lack of organization and leadership in rural communities inhibit effective community action. By taking a broader view of their responsibilities within rural communities, schools can help rural residents create better futures for themselves. This paper presents a clearer definition of rural areas and discusses the misunderstandings about rural America and what its problems are. Strategies that put local communities in charge of their own development are discussed with an emphasis on innovation and education. An Appendix supplies information specifically for Kentucky, Tennessee, Virginia, and West Virginia. (Author/ALL)

ED 303 335 SE 050 289

Newspapers in Education: Elementary Activity Cards .

American Newspaper Publishers Association Foundation, Washington, D.C.

PUB DATE- 82
NOTE- 109p.
AVAILABLE FROM- American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington, DC 20024 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; Experiential Learning; Instructional Improvement; *Language Arts; Learning Activities; *Mathematics Instruction; Mathematics Materials; Motivation Techniques; *Newspapers; *Sciences; *Social Studies

This publication provides teachers with a series of classroom activities that use newspapers as a learning resource and as a tool for instruction. These activities have been taken from other curricula used successfully throughout the country. They were developed with certain objectives and skills in mind, based on content area, by newspapers in conjunction with local school educators. The activities are on reproducible sheets and divided into five categories covering newspaper activities, social studies, science, mathematics, and language arts. Examples of topics, in the order of the listed categories, include activities involved in the study of: (1) headlines, the index, main idea, games, puzzles, and captions; (2) current events, supply and demand, problem solving, friends, and countries; (3) natural disasters, health, research, appliances, conservation, and weather; (4) metrics, geometric shapes, fractions, sets, and the writing of checks; and (5) root words, alphabetizing, writing, reading limericks, and sentences. (RT)

ED 303 411 SO 019 676

Lidstone, John Graham
A Study of the Use of Geography Textbooks by Selected Teachers in English Secondary Schools.
PUB DATE- 85
NOTE- 657p.; Ph.D. Dissertation, University of London Institute of Education.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Content Analysis; Foreign Countries; Geography; *Geography Instruction; Intermediate Grades; Secondary Education; Social Studies; Student Evaluation of Teacher Performance; Teacher Participation; *Teaching Styles; *Textbook Content; *Textbook Research
IDENTIFIERS- *England

This study investigates the role of textbooks in secondary geography instruction. In chapter 1, the origins and purpose of this study are outlined, and chapter 2 is a literature review of English and U.S. research that mentions geography textbooks while focusing specifically on content analysis. Chapter 3 outlines the broad case study approach which was adopted for this study and which involved recording textbook use and analysis of the texts, as well as questionnaires to elicit student perceptions and attitudes, and interviews with teachers. The application of the case study approach to geography instruction by 10 secondary geography teachers in England is described in chapter 4. Their use of textbooks is presented through summaries of interviews, and student responses. Chapter 5 presents the conclusions of the study, and discusses limitations and implications of the case study approach. The appendices contain: (1) the references for textbook advice to teachers; (2) a teacher form for recording classes; (3) a textbook use form; (4) the student questionnaire with instructions; (5) instructions and a sample cloze test; (6) an outline for teacher interviews; (7) a chart for teacher's use of a textbook; (8) readability scores of geography textbooks; (9) tabulations and a summary of the textbook analyses; (10) results of the students' questionnaires; (11) students' responses to the 14 teaching strategies; and (13) the rank order of 14 teaching strategies by the participating teachers. Graphs, charts, and a 50-page bibliography are included. (DJC)

ED 303 065 HE 022 085

Crosson, Patricia H.

The Study of Public Service in Higher Education. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Higher Education; *Institutional Mission; Institutional Role; Land Grant Universities; Leadership; Organizational Development; Organizational Objectives; Personnel Policy; Politics of Education; Public Colleges; *Public Service; Resources; School Community Relationship; *School Policy; *State Universities
IDENTIFIERS- *ASHE Annual Meeting

Many important institutional policy and practice issues related to public service in universities are discussed, including: (1) mission statements and definitions (formal mission statements and broad and narrow definitions); (2) organizational structures (centralization and decentralization); (3) leadership (line officer, staff officer, and other approaches); (4) personnel policies (professional service as a responsibility of all faculty members and as a responsibility of some members); and (5) resources (the paid service approach and the free service approach). For each issue area the fundamental choices experienced by universities are delineated and theoretically examined with the intention of providing the beginnings of a conceptual framework for the examination of public service in higher education. A research agenda suggests examining such things as the extent to which institutions emphasize professional service, whether leadership structures make a difference, and whether universities have shifted too far in the direction of paid service. A survey of 147 presidents of the member institutions of the National Association of State Universities and Land Grant Colleges (NASULGC) (74% response rate) was undertaken to identify prevailing patterns and practices for the organization and delivery of public service in NASULGC institutions, and to find the "best" practices. Among the findings were that: 100 respondents agreed with the stated definitions and assumptions about public service, 99 of them considered public/professional service a high priority mission and function of their institution, and 30 felt their university places greater emphasis on university/corporate relations and economic development. Contains 12 references. (SM)

ED 303 090 HE 022 110

Boone, Jerry N.; And Others

University Autonomy: Actual and Preferred Location of Authority. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88

NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Centralization; *College Administration; College Faculty; College Students; *Decision Making; Governance; Governing Boards; Higher Education; *Institutional Autonomy; Legislators; National Surveys; *Policy Formation; *Power Structure; Public Colleges; Questionnaires; State Action; *State Universities

IDENTIFIERS- *ASHE Annual Meeting

A study is presented to determine (1) where people influential in public university governance believe various typical decisions are being made and (2) where they believe those decisions should be made. The kinds of issues that bring about most disagreement as to proper authority in governance and administration are identified. Centralization of authority at the state level and loss of control over university operations are common complaints of faculty and administrators. A national survey of people involved in university governance and administration, inside and outside the institution, solicited judgments about ideal and actual authority lines. A questionnaire containing 50 typical university decisions (financial, academic, faculty, student, and administrative) was distributed to two universities per state. Those studied were from five levels of public university authority (faculty, presidents, governing boards, coordinating agencies, and legislators). As a whole, the sample exhibited great satisfaction about decision authority; however, information about current decision practices differs from one group of respondents to another. In all decision areas, presidents and faculty want more authority at the campus level than they believe they have at present; all external groups, particularly legislators, want less authority at the campus level in all areas. Legislative involvement is a controversial point. The "Study of the Location of Higher Education Decisions" questionnaire is attached. Contains 7 references. (SM)

ED 303 117 HE 022 144

Zikopoulos, Marianthi, Ed.
Open Doors: 1987/88. Report on International Educational Exchange.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- United States Information Agency, Washington, DC.
Bureau of Educational and Cultural Affairs.
REPORT NO.- ISBN-87206-163-9
PUB DATE- 87
NOTE- 189p.
AVAILABLE FROM- Publications Service, Institute of International
Education, 809 United Nations Plaza, New York, NY 10017 ($32.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Enrollment Trends; Ethnic Distribution; *Foreign Students; Geographic Distribution; Higher Education; National Surveys; Private Colleges; Public Colleges; Questionnaires; *Student Characteristics; Student Costs; Two Year Colleges

The 1987/88 edition of the Institute of International Education's annual publication enumerating the foreign student population in the United States is presented. Campus officials provided institutional totals of foreign students in the categories of country of origin and academic and personal characteristics. This source of information on the broad characteristics of foreign students is very complete since it is based on almost the entire foreign student population (with a response rate to the survey of 99.5%). Four parts focus on the following: (1) the annual census of foreign students in the U.S. (overview of foreign study, geographic region, academic characteristics, personal characteristics, distribution by U.S. region and state, distribution in two- and four-year institutions, distribution in public and private institutions, institutions with most foreign students, and foreign students by academic level); (2) cost of living expenditures by foreign students in the U.S.; (3) intensive English language programs, and (4) eight appendices. The appendices feature: foreign student enrollment by institution; country or other place of origin of foreign students; fields of study; countries or other places by region and subregion; states within U.S. region; response rate; survey materials; and foreign student enrollments in intensive English language programs. (SM)

ED 303 177 IR 052 627

Schamber, Linda
Technology Options for Libraries. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-88-3
PUB DATE- May 88
NOTE- 3p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Budgets; *Change Strategies; Computer Networks; Information Systems; Information Technology; Library Administration; *Library Automation; *Library Planning; *Library Role; *Library Services; Technological Advancement
IDENTIFIERS- ERIC Digests

This two-page digest briefly outlines some of the technological trends in updating a library, and briefly discusses the administrative issues and strategies involved. It begins by describing the wholly integrated information environment, which would include: (1) public-access personal and professional communications networks; (2) information utilities and online databases; (3) local area and institution-wide computer networks; (4) multimedia interactive databases based on optical technologies, distributed processing, multi-tasking, artificial intelligence, and hypermedia programs; (5) transparent operating systems and menu-driven software; (6) hardware and software compatibility; (7) resource-sharing systems and policies; and (8) the roles of information resources managers and media specialists. Complex technical, human, and financial issues which the library administrator faces are then discussed. It is recommended that library administrators and librarians who might desire to develop state-of-the-art facilities but need to stay within a budget must plot their strategies by becoming informed; making a detailed needs assessment; establishing the project with a task force and project manager; and being thorough and looking to long range as well as short range planning with room for change. (15 references) (CGD)

ED 303 218   JC 890 075

Periodic Review Report: April 1984-June 1988.
Williamsport Area Community Coll., Pa.
PUB DATE- 15 Oct 88
NOTE- 213p.; Prepared by the Educational Research, Planning, and Evaluation Periodic Review Report Steering Committee.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Programs; Community Colleges; Enrollment Trends; Facilities; Governance; Human Resources; Long Range Planning; *Program Improvement; School District Reorganization; *Self Evaluation (Groups); Student Personnel Services; Technology Transfer; Two Year Colleges

This report documents actions, accomplishments, and modifications at the Williamsport Area Community College (WACC) between April 1984 and June 1988. First, an executive summary highlights the following: (1) in 1985, WACC underwent a significant change in its governance when the City of Williamsport became the college's sole sponsor; (2) as a direct result of changes in funding, a 22% enrollment decline was experienced over a two-year period; (3) nearly two of every three programs were revised, with computer applications added to a majority of programs; (4) library staffing patterns were changed to increase service to and usage of the library; (5) the college implemented an Internal Governance System (IGS); (6) a comprehensive building and renovation program resulted in significant improvements to the physical plant; and (7) a long-range plan was developed for 1988-91. Next, chapter 1 reviews methods used to develop the report, discusses staff involvement in its preparation, and outlines its content. Chapter 2 presents an overview of developments and changes in the areas of governance, academic programs, faculty and teaching, library and learning resources, human resources, students and student services, organization and administration, finances and facilities, and other services. Chapter 3 presents evidence of continous self-study, and chapter 4 offers institutional responses to recommendations of the accreditation site visit team. Chapters 5 and 6 report on the IGS and enrollment and fiscal planning. Finally, chapter 7 discusses the college's 1988-91 long-range plan. (AJL)

ED 303 261 PS 017 775

Shaver, Judy C.; Wise, Beth S.

Research to Impact Practitioners: Teaching Concepts to At-Risk Children.
PUB DATE- Dec 88
NOTE- 16p.; Paper presented at the American Reading Forum (Sarasota, FL, December 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Development; *Concept Formation; *High Risk Students; *Kindergarten; *Language Skills; *Learning Strategies; Primary Education; Reading Instruction
IDENTIFIERS- Adult Child Relationship; Louisiana (Lake Charles)

This paper reports on a study which was designed to teach language skills and concepts to kindergarten children who had entered school with serious language deficiencies. The study's objectives were to: (1) provide the opportunity for interaction between child and adult; (2) encourage the development of concepts through concrete experiences, dialogue, and reflective thinking; (3) assist children in adapting their language to the language of the classroom through the use of trade books; (4) encourage self-motivated learning through positive successful daily learning experiences. Kindergarten students in two high-risk schools in Lake Charles, Louisiana were tested using the Boehn Test of Basic Concepts. The 18 students who made the lowest scores on the test were randomly assigned to a control or experimental group. Experimental group members received treatment in groups of 3 for 30 minutes each day. Treatment consisted of concept, language, and cognitive development activities designed to meet program objectives. Results indicated that the intervention treatment of 1 adult working with small groups of at-risk students every day for 30 minutes was successful in raising the children's understanding of the 50 basic concepts tested in the program. (RJC)

ED 303 276 PS 017 801

Miles, Sue L.
How Does Your Garden Grow? Building Positive Environments for Children.
Waubonsee Community Coll., Sugar Grove, Ill.
PUB DATE- 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Chicago Association for the Education of Young Children (Chicago, IL, February 24-25, 1989). Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Day Care Centers; *Educational Assessment; Guidelines; *Individual Characteristics; *Learning Strategies; Preschool Children; Preschool Education; Teacher Influence

This workshop presentation discusses the importance of a positive classroom environment in the early childhood center in helping children develop their potential. The evaluation of centers and the effects of a negative environment on young children are considered. The presentation also deals with the interpretations and implications for treatment of 10 selected characteristics of young children which should be taken into consideration in the early childhood curriculum. These characteristics include: (1) short attention spans and lack of concentration; (2) possessiveness and tantrums; (3) centeredness in the present; (4) vivid imaginations and focus on fantasy worlds; (5) curiosity and questioning; (6) interest in what is real; (7) interest in playing alone and frustration at inability to perform as well as others; (8) interest in use of and experimentation with language; (9) eagerness to please and need for encouragement; and (10) occasional reservation and nonparticipation. The presentation concludes with a list of 22 suggestions for the creation of a positive classroom environment. (RJC)

ED 303 290 RC 016 914

Reck, Carleen
The Small Catholic Elementary School: Advantages and Opportunities.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-008-9
PUB DATE- 88

NOTE- 126p.; Partially funded by the Michael J. McGivney Fund for New Initiatives in Catholic Education.
AVAILABLE FROM- National Catholic Educational Association, Suite 100, 1077 30th St., N.W., Washington, DC 20007-3852 ($10.60).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; *Classroom Techniques; Educational Research; Elementary Education; *Elementary Schools; Instructional Design; *Multigraded Classes; School Community Relationship; *School Organization; *Small Schools; Teaching Methods

To be financially viable, Catholic elementary schools with enrollments of under 100 students need to recognize their smallness and seek structures and methods appropriate to their size. This book addresses the needs of very small schools with current or potential multigrade classrooms, and describes organizational and instructional approaches proven effective in such settings. Researchers obtained information from questionnaire responses of 164 of the 462 U.S. Catholic elementary schools with enrollments under 100, meetings with 34 principals of very small schools judged to be effective academic or financial models, and a survey of relevant literature in the ERIC data base. Major sections cover (1) advantages related to academic success, personal development, and community climate in the small Catholic elementary school; (2) key elements in organizing the school program, including school leadership, financial considerations, curriculum, supportive technology, community learning climate, and recruitment of qualified teachers; (3) 14 steps for effectively teaching in the multigrade classroom, including consideration of schoolwide priorities and resources, classroom arrangement, planning, and professional growth; and (4) compensation for limitations of size and resources through involvement of community members and collaboration with other institutions and agencies. This document contains 40 references and lists of questionnaire respondents and meeting participants. (SV)

ED 303 319 SE 050 266

Motz, LaMoine L., Ed.; Madrazo, Gerry M., Jr., Ed.
Third Sourcebook for Science Supervisors.
National Science Supervisors Association, Washington, D.C.; National Science Teachers Association, Washington, D.C.

REPORT NO.- ISBN-0-87355-075-7
PUB DATE- 88
NOTE- 194p.; Photographs may not reproduce well.
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009 (Stock No. PB-63, $16.00, 10% discount on 10 or more).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Research; Elementary School Science; Personnel Evaluation; *Program Evaluation; *School Safety; *Science Education; *Science Facilities; *Science Instruction; *Science Supervision; Science Teachers; Secondary School Science

Science supervisors have a complex and difficult job. They must have the abilities, training, and experience of scientist, educator, administrator, and politician. A science supervisor must be a master teacher, both in practice and in the knowledge of teaching methods, research on learning, and insight into the development of children. Another important role of the science supervisor is the promotion and support of science teaching with teachers, administrators and the community. This sourcebook consists of a collection of 24 articles by various authors concerning six major areas of science supervision. These areas include: (1) trends for the future; (2) the viability of science programs and supervision; (3) staff development; (4) safety in laboratories and classroom facilities; (5) the evaluation of teachers and programs; and (6) research about science supervision. (CW)

ED 303 380 SO 019 454

Shima, Tayo, Comp.; Jagusch, Sybille A., Ed.
Japanese Children's Books at the Library of Congress: A Bibliography of Books from the Postwar Years, 1946-1985.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0576-0

PUB DATE- 87
NOTE- 60p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; *Childrens Literature; Foreign Countries; Library Catalogs; *Library Collections; Resource Materials
IDENTIFIERS- *Japan; *Library of Congress

This book contains a selective, annotated bibliography of 304 Japanese children's books that represent the years 1946-1985 and that are contained in the Library of Congress (Washington, D.C.). The volume presents an overview of the development and change in Japanese children's literature in terms of: (1) a new democratic philosophy, 1946-1955; (2) social reforms, 1956-1965; (3) an era between economic and social dreams and reality, 1966-1975; and (4) the economic and social changes of the 1980s. The titles are arranged by year and alphabetically by author under the categories of: (1) children's books and periodicals; (2) reference sources (history and criticism, exhibition catalogs, and periodicals); and (3) reprints of pre-World War II children's literature (books and collections and anthologies). Titles appear in Japanese and English, and special awards are noted. Title, author, and artist indexes are provided. (JHP)

ED 303 396 SO 019 639

Delattre, Edwin J.
Defining the Teacher's Task: Plato on Education.
PUB DATE- 16 Oct 87
NOTE- 26p.; Speech given before the Bowdoin College Institute for Greek Studies (Brunswick, Maine, October 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Reading; Ethics; *Home Study; Logic; *Parent Participation; *Parent Student Relationship; Personal Narratives; Public Education; Secondary Education
IDENTIFIERS- *Plato of Athens; *Socrates

The central argument of this paper is that the contemporary teacher's task is to bring students into the most fertile intellectual and moral companionship that can be provided. To begin this process, Plato's "Apology" should be introduced to students as early as junior high school. To illustrate this procedure, the educational background of a young woman, Lee, a sophomore in high school is described. Aware of the limitations of a public school education, Lee's parents taught their daughter at home subjects unavailable to her in this system. When she entered high school, her home study included logic and philosophy, and she began to read Plato's "Apology," "Crito," and "Phaedo." Lee's introduction to Socrates, the teacher, taught her a richer appreciation of moral life and gave her a refined view of integrity and virtue. She also learned to use evidence and relevant facts in applying principles of decency wisely and knowledgeably. (DJC)

ED 303 052 FL 017 943

Lord, Natalia; Shektman, Boris
Mark Smith's Diary.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
PUB DATE- 86
NOTE- 84p.
AVAILABLE FROM- Russian Section, Foreign Service Institute, 1400 Key Blvd., Arlington, VA 22209.
LANGUAGE- Russian; English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cultural Differences; Culture Conflict; *Diaries; Foreign Countries; *Intercultural Communication; Public Agencies; *Russian; Second Language Learning; *Sociocultural Patterns
IDENTIFIERS- *USSR

Instructional materials for use in the U.S. Foreign Service Institute's Russian language training program are based on the diary of a fictional foreign service officer stationed in Moscow. The materials, written in both English and Russian, are organized as chapters in the diary. A quiz accompanies each chapter and focuses on the influence of culture and genre on langauge use. The chapters include information from both before and after the beginning of perestroika. Chapter topics focus on the following areas: (1) meetings and greetings; (2) shopping and money; (3) family; (4) the theater; (5) Moscow; (6) restaurants; (7) travel; (8) education; (9) medical care; (10) the Soviet press; (11) attitudes toward the Soviet government; (12) foreign relations; and (13) perestroika. The diary relates conversations between one American and his Soviet friend who emigrates. Early diary entries are entirely in English, but their Russian content increases until they are entirely in Russian. English translations of all Russian passages are included. (DJD)

ED 303 104 HE 022 130

Kaneko, Motohisa
Changing Patterns of Finance in Higher Education. Country Study: Japan. OECD Educational Monographs.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- Aug 88
NOTE- 85p.
AVAILABLE FROM- OECD, 2, rue Andre Pascal, 75775 Paris, CEDEX 16, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Developed Nations; *Educational Finance; *Higher Education; National Surveys; Private Colleges; Public Colleges; Social Change; *Social Influences; *Student Financial Aid
IDENTIFIERS- Japan

This report is one in a series of country studies prepared in the framework of the Organisation for Economic Cooperation and Development (OECD) Education Committee activity on changing patterns of finance in higher education. In order to contribute to the OECD activity from the Japanese perspective, the Research Institute for Higher Education at Hiroshima University organized a project called "Social and Economic Changes in Industrialized Countries and Their Challenges to Higher Education." Many experts agree that many of the current problems in Japan's higher education originated during postwar development, when public resources consistently lagged behind the rising social and private demands. Through the unprecedented enrollment expansion of the 1960s, a sharp differentiation developed between the relatively few and protected public institutions and a large number of private institutions with inadequate educational conditions and substantial user charges. Eradication of the sharp disparity between the public and private sectors constituted the major challenge to higher education policy in the 1970s. The developments since 1970 have left Japanese higher education with significant structural consequences, particularly the improvement in financial conditions of the private institutions. The recent Ad Hoc Council on Education called for increased government expenditure on higher education. Statistical information on higher education finance, student support, issues and recent reforms, and prospects in Japan is provided. Appended are tables on the higher education system and government expenditures, finances of higher education institutions, and student aid and student living. Contains 19 references. (SM)

ED 303 132 HE 022 161

Trends in Tuition and Other Basic Student Charges 1963-64 through 1988-89, with Typical Student Costs 1980-81 through 1988-89. Report Number 19-88A.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Dec 88
NOTE- 168p.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Expenditure per Student; *Fees; Higher Education; State Colleges; State Surveys; *State Universities; *Student Costs; Student Financial Aid; Student Needs; *Tuition
IDENTIFIERS- *State University of New York

The results of the annual Basic Student Charge survey for institutions of the State University of New York (SUNY) are presented. Total student costs consist of fixed costs (tuition and fees) and variable costs (room, board, books, personal items, transportation, and miscellaneous). This information represents the dollar figures used in putting together financial aid packages for students. Two parts focus on the following: (1) summary of tuition and other charges, 1963-64 through 1988-89 (trends in student tuition by program level and other charges for state-run institutions of SUNY, summary of tuition charges per academic year at state-run institutions of SUNY, and resident tuition costs per academic year at community colleges within SUNY) and (2) trends in student charges and costs, 1980-81 through 1988-89 (trends in tuition and required fees, trends in basic student charges, and trends in the distribution of other basic student charges, total undergraduate charges and allowances, and distribution of total undergraduate student costs). An extensive publications list from the Central Staff Office of Institutional Research is included. (SM)

ED 303 162   IR 052 612

Galloway, James W.
Usage Rates among TWU-ERIC and Other ERIC Bibliographic Systems on the Texas Woman's University, Denton, Campus.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Bibliographic Databases; Comparative Analysis; Costs; Higher Education; *Information Retrieval; Library Services; Man Machine Systems; *Online Systems; *Optical Data Disks; Search Strategies; Technological Advancement; Users (Information)
IDENTIFIERS- DIALOG; *ERIC; SilverPlatter Information Inc; User Cordial Interface

This study reports and compares patron usage rates from January 1987 to May 1988 for three separate ERIC database systems at the library at Texas Woman's University (TWU): (1) online searches of the ERIC file through the mainframe computers of DIALOG Information Services (DIALOG ERIC), which are offered in the library reference department by trained search specialists to patrons for a fee; (2) TWU-ERIC, an online system based on the university mainframe computer, which is offered to patrons to perform their own searches without a fee; and (3) SilverPlatter ERIC, a laser-based CD-ROM version of the ERIC file (CD-ROM ERIC), which is also provided to patrons to perform their own searches without a fee. A table displays statistics describing the usage rates for each of the three systems. It is concluded that CD-ROM ERIC contributed significantly to a marked decline of both DIALOG ERIC and TWU-ERIC searches because patrons preferred cost-free searching, user-friendly search software, and accessibility to search equipment. Analyses of the costs of the three systems indicate that CD-ROM ERIC, as well as being the system preferred by most users and staff, is also the least expensive to provide. (CGD)

ED 303 191 JC 890 017

Criteria and Measures of Institutional Effectiveness.

Academic Senate for California Community Colleges, Sacramento.; Accrediting Commission for Junior Colleges, Modesto, Calif.; Association of California Community Coll. Administrators.; California Association of Community Colleges, Sacramento.; California Community Colleges Trustees Association, Sacramento.; Rancho Santiago Community Coll., Santa Ana, Calif.

PUB DATE- 88

NOTE- 28p.; Report based on the proceedings of a statewide workshop, "Developing Criteria for Institutional Effectiveness" (Santa Ana, CA, April 28-29, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Planning; Community Colleges; *Educational Assessment; *Educational Quality; *Evaluation Methods; Evaluation Needs; Institutional Mission; Program Effectiveness; School Demography; *School Effectiveness; School Support; *Self Evaluation (Groups); State Government; State Legislation; Two Year Colleges; Workshops

IDENTIFIERS- *California

A summary is provided of the content and outcomes of a workshop on institutional effectiveness conducted by five major California community college associations. Introductory comments by Robert D. Jensen and Julie Slark explain the reasons for the increased interest in educational quality, including the decreasing dollars in the public purse and the changing student population for whom traditional educational methods and practices are no longer adequate. Next, remarks by John Petersen define institutional effectiveness and highlight the steps necessary to assess this quality. John T. McCuen's presentation clarifies the relationship between Assembly Bill 1725 and the accurate measurement of community college effectiveness. The next section reports on the outcomes of the workshop. After explaining how workshop participants set about developing criteria and measures for institutional effectiveness, the report lists criteria with respect to general education, transfer and vocational education, basic skills, student support services, community needs and involvement, and cultural awareness. Next, measures, indicators and processes for assessing institutional effectiveness with respect to facilities, community needs, general education, cultural awareness, adult education, transfer, access, vocational education, community services, and adequately supported programming are set forth. Finally, summaries are presented of the comments of Carol Boyer, Peter Consacro, Ed Morante, and James Rogers. (AJL)

ED 303 232 PS 017 138

Achilles, C. M.
Some Analyses of Kindergarten Results in a Statewide Study of Class Size: Project ST*R, Tennessee, 1985-86. (Draft).
PUB DATE- 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).
AVAILABLE FROM- Project STAR, Tennessee State Department of Education, Cordell Hall Building, Nashville, TN 37219.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Class Size; *Kindergarten Children; Longitudinal Studies; Primary Education; Racial Differences; *School Location; *Self Concept; Sex Differences; Student Motivation
IDENTIFIERS- *Project STAR; *Tennessee

Reported are background information and initial analyses of Tennessee's Project STAR, a legislatively authorized study of class size. The aim of the project was to identify causes and effects of differences in elementary school class size. Primary analyses were conducted on kindergarten data for 1985-1986. During that year, 42 school districts and 79 individual schools participated in the project. Core variables were three classroom conditions: (1) small class, defined as one teacher with about 15 students; (2) regular class, defined as one teacher with about 26 students; and (3) regular class with a teacher aide. These three classroom conditions were investigated: (1) in inner-city, suburban, urban or small city, and rural locations; (2) in relation to pupil variables (race, sex, socioeconomic status); and (3) in relation to either achievement measures (mathematics, sounds and letters, words and sentences, total reading scores) or noncognitive measures (motivation, self-concept). While the unit of data collection was the individual pupil, the primary unit of analysis was the class. The report presents tables and information concerning two comparisons among class types and three comparisons among the four locations. Findings seemed to favor the small class condition slightly. Supplementary analyses are briefly reported. (RH)

ED 303 247 PS 017 744

Southeast Asian Family Day Care Resource Manual.
Union of Pan Asian Communities, San Diego, Calif.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; San Diego County Dept. of Social Services, CA.
PUB DATE- 88
NOTE- 72p.; For Family Day Care Training Curriculums, see PS 017 741-743.
GRANT- 90-CW-0775
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Asian Americans; *Business Skills; Child Abuse; *Child Caregivers; Cultural Influences; Early Childhood Education; *Educational Quality; *Family Day Care; Guidelines; Individual Development; Information Sources; Nutrition; Parent Participation; Recruitment; *Refugees; State Standards
IDENTIFIERS- State Regulation

A companion publication to California's Family Day Care Training Curriculum, this resource manual is designed to help others replicate the child care provider training project and establish a child care network. The manual consists of seven sections. The first section provides an introduction. The second summarizes experiences of the agency that implemented the curriculum, the Union of Pan Asian Communities. Section 3 deals with general child care requirements of the states where there are large populations of Indochinese refugees. The fourth section describes what providers need to know to be able to offer high quality child care. Section 5 shows the provider how to do business in an effective way. Section 6 lists child care resources that can assist any agency which needs information on Indochinese refugees. Section 7 provides a bibliography. Added to some of the sections are tips on

Indochinese culture, which may be helpful to any organization or individual planning to work with Indochinese refugees. (RH)

ED 303 351 SE 050 335

Arzi, Hanna J.

From Short- to Long-Term: Studying Science Education Longitudinally.

PUB DATE- 88
NOTE- 39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- Literature Reviews; *Longitudinal Studies; *Research Design; *Research Methodology; Research Problems; *Science Education
IDENTIFIERS- *Science Education Research

Short-term studies often do not capture the full story of the effect that a researcher is trying to describe. If one wishes to elucidate long-term educational processes and outcomes, the only direct way of doing so is to stretch the duration of research projects and to study the same subjects over time. The limited availability of valid longitudinal data seems to be largely due to methodological problems and logistical difficulties. The focus of this article is on true longitudinal studies in science education and on other studies which aimed at studying science education over the long term. Topics discussed include: (1) long-term inferences; (2) defining and finding longitudinal studies; (3) the realities of longitudinal studies; (4) research-based knowledge in science education; and (5) longitudinal thinking. Thirty-four longitudinal studies in science education are identified and discussed in terms of focus and design features. A 124-item reference list is appended. (CW)

ED 303 427 SP 030 841

Arnault, Lynne S.; Black, Dorothy A.
Preparing Preservice Teachers To Teach Secondary Aged Students with Handicaps.
PUB DATE- Nov 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Individual Characteristics; *Job Satisfaction; *Learning Disabilities; Rural Youth; Secondary Education; *Vocational Adjustment; *Work Attitudes; Work Experience
IDENTIFIERS- Beginning Work Rating Scale

This study compared beginning work attitudes of learning disabled (LD) workers and nondisabled workers to see if any differences exist in the areas of social, emotional, or work ability. The population was comprised of 30 subjects, all of whom were recent high school graduates who have had some type of work experience. Half of the subjects were students who were ruled as LD and half were considered normal in ability and achievement. Each participant completed the Beginning Work Rating Scale. The findings revealed few significant differences between the two groups in the areas of social/emotional, self-evaluation, work habits, and work interests. However, LD workers displayed characteristics that may be sources of unsuccessful job placement and performance: (1) conflicts with co-workers; (2) arguing with co-workers; (3) talking back to the supervisor; (4) frequent absenteeism; and (5) job frustrations. Data from the study are presented in narrative and tabular form and a copy of the Beginning Work Rating Scale questionnaire is appended. (JD)

ED 303 444 SP 030 870

Briscoe, Carolyn; And Others
Assessment of Performance of Field Experiences at Clemson University.
PUB DATE- Feb 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cooperating Teachers; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Self Evaluation (Individuals); *Student Teacher Attitudes; *Student Teacher Evaluation; Student Teaching; Teacher Attitudes
IDENTIFIERS- *Clemson University SC

This paper reviews the evaluations completed on the performance of teacher education students in field experiences in the freshman and senior years at Clemson University (Clemson, South Carolina). Student self-evaluations are compared with ratings of the public school supervisors. The study included 174 students who identified their specific strengths and weaknesses at the end of their field experience by means of a rating scale. In addition, 198 classroom supervisors used the same instrument to assess the students' performance. The surveys were compared to determine whether there were significant differences in the supervisors' evaluations and in the students' perceptions of their own performance in the classroom. Findings indicated that there appeared to be a very high correlation in the perceptions of both supervisors and student teachers. There was agreement on the importance of quality field experiences as a major variable in teacher relationships and student development. Although the results of the study did not give cause for major concern, they suggested some ways of improving the present experience. (JD)

Glazer, Judith S.; Venezia, Jennie F.
Designing and Implementing a Collaborative Model for Minority Recruitment. ASHE 1988 Annual Meeting Paper.
PUB DATE- Nov 88
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; *College School Cooperation; Cooperative Programs; Grade 11; Grade 12; Higher Education; *High School Students; Interpersonal Relationship; *Mentors; *Minority Groups; Models; Professional Education; Public Schools; Questionnaires; Secondary Education; Teacher Education; *Teacher Recruitment; Teacher Student Relationship; *Teaching (Occupation); Urban Schools
IDENTIFIERS- *ASHE Annual Meeting; MENTOR In Education NY; New York (New York)

A unique public/private collaboration of colleges (City University of New York, Fordham University, New York University, St. John's University, and Teachers College at Columbia University) and high schools in New York City is described. The collaborative model's purpose is to attract talented minority high school students to teaching and related educational careers, and to present evaluative data that measure the impact of student participation and long-range outcomes. MENTOR in Education, designed to interest high school students in pursuing careers in teaching, provides a laboratory for joint planning among public and private graduate institutions and the New York City Board of Education. The program also explores alternative approaches to teacher preparation in an urban setting. It is funded by the New York Alliance for the Public Schools, a coalition of civic, corporate, and educational leaders in New York City. Its main components, involving 125 high school juniors and seniors each semester, are peer teaching and work with younger children, college seminars and workshops, site visits to specialized schools, and activities such as journals, micro-teaching, and lesson planning. The mentoring process has been reinforced on several levels: students find their greatest satisfaction in the act of teaching; recruitment into the program has been strengthened by its institutionalization in the respective high school/college pairings and the addition of extrinsic rewards for participation; and extended participation reinforces the mentor experience. Student participant surveys, teacher evaluations, site visits, and follow-up interviews revealed the following: predominance of female participants; participant racial breakdown--49.2% black, 31.2% white, 7.8% Asian, and 9.8% white; greater knowledge about teacher training; and greater awareness of careers in education other than teaching. To alleviate the shortage of minority teachers, new strategies are needed to identify potential candidates at an early phase in career development and provide support systems to sustain them. Two appendices include the MENTOR in Education final student survey and follow-up survey. Tables are included. Contains 9 references. (SM)

ED 303 147 IR 013 617

Steenland, Sally; Fujita, Pamela

The Picture Improves: A Look at the 1984 Television Season. An Analysis of Female TV Characters on Programs Premiering in 1984.

National Commission on Working Women, Washington, D.C.

PUB DATE- 84

NOTE- 16p.; For related reports, see IR 013 616-622.

AVAILABLE FROM- National Commission on Working Women, 1325 G Street NW, Lower Level, Washington, DC 20005 ($5.00 prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- *Black Stereotypes; *Commercial Television; Economic Status; *Employed Women; *Family Characteristics; Mass Media Effects; *Programing (Broadcast); *Sex Stereotypes; Television Research

This study of the images of women as portrayed on new television programs in 1984 not only compared them with the images of the last season, but examined the similarities and differences between these characters and real life women. Each continuing female character on every new show was coded for race, age, occupation, marital and socioeconomic status, and number of children under 18 years of age. Analyses of these data showed that, although many of the new fall programs seemed to be close copies of the older programs, there were some surprising departures from the existing norm in that there were increases in the number of minority female characters, the percentage of female entrepreneurs and business owners, and older women characters. Most of the shows continued the trend towards upper middle class and wealthy characters, and even those shows whose characters were portrayed as middle class had environments and lifestyles which suggested wealth. There was also an increase in the number of divorced female characters, but single, never-married female characters still comprised the majority. The year's television families marked a dramatic departure from the traditional nuclear family, with 64% of the families headed up by single parents. Racially, most television families were white. There were also more female characters in new television shows than ever before, with many of these characters playing leading roles or roles equal to those of men. (EW)

ED 303 205 JC 890 060

Galbraith, James D.
Analyzing Marketing Strategies Designed To Increase Minority Student Enrollment at Selected Urban Community Colleges.
South Mountain Community Coll., Phoenix, AZ.
PUB DATE- Jan 89
NOTE- 34p.; Study completed in conjunction with the Marketing Efforts of Community Colleges in America (MECCA) Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Enrollment Influences; *Institutional Advancement; *Marketing; *Minority Groups; National Surveys; *Student Recruitment; Two Year Colleges; Two Year College Students; *Urban Schools

A study was conducted to identify the most effective marketing techniques used by urban community colleges to recruit minority students. A 16-item, open-ended questionnaire was used in telephone interviews with marketing officials at 24 colleges. The colleges selected for the survey served an urban community of 100,000 or more residents, had a largely minority student population, and had an existing marketing program. Study findings, based on responses from 22 colleges, included the following: (1) most college officials indicated that their institutions had instituted marketing primarily because of a decline in enrollment, and 54% of the participants had a marketing program operating for less than three years; (2) the products and services highlighted in the marketing efforts were comprehensive quality instructional programs, special vocational programs, and a mentoring program; (3) the respondents indicated that many urban minority students overestimated the cost of attending a local community college, and that marketing stressed financial aid services and unique assistance progams; (4) officials provided many examples of the off-campus locations where classes were offered; (5) successful promotional efforts included direct mail, appealing class schedules and brochures, frequent news releases, a speakers bureau, radio/television spots, and high school visits; and (6) 50% reported increases in enrollment attributable to marketing efforts. (AJL)

ED 303 305 RC 016 946

Stephens, E. Robert
Implications of Economic, Social, and Educational Developments in Rural America for Rural School Systems.
PUB DATE- Dec 88
NOTE- 20p.; Paper presented at the Appalachia Educational Laboratory's Annual State Educational Policy Symposium (3rd, Louisville, KY, December 4-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Planning; *Educational Policy; Elementary Secondary Education; Excellence in Education; Public Schools; Rural Areas; Rural Development; Rural Economics; *Rural Schools; School Policy; School Support
IDENTIFIERS- *Nonmetropolitan Areas; Small School Districts

Great changes are occurring in the vast and extremely diverse nonmetropolitan regions of the United States as a result of economic and social shifts taking place. These are not the only issues facing state and local education policy and planning communities. Nationwide focus on the school reform and school excellence movement poses another serious constraint on the workings of many rural school districts. This paper provides an overview of the school reform and school excellence movement of the past decade; discusses the major effects of economic, social and educational developments on rural school districts; and presents the principal implications held by the changing context of rural America concerning educational planning and policymaking for rural schools. Core considerations for the discussion of new, comprehensive, integrated, and cohesive policies and programs for rural school improvement efforts include those discussed briefly in the following sections: (1) Different Policy and Program Strategies; (2) Comprehensive State Education Agency Planning; (3) Joint Planning with Other Public Service Providers; (4) Increasing Collaboration Among Educational Systems; (5) Planning a More Effective State School System Structure; (6) Strengthening Financial, Programming, and Staffing Practices; (7) Increasing Research and Development on Rural Education; (8) Emphasis on Capacity Building; and (9) Capitalize on Strengths of Rural Schools. What is required is a new commitment for the development of long-term, comprehensive, integrated, and cohesive strategic policies for addressing the issues confronting rural education. The core considerations can be used for the formulation of such policies. This paper contains 13 references. (ALL)

ED 303 320 SE 050 267

Science for Children. Resources for Teachers.

National Science Resources Center, Washington, DC.
REPORT NO.- ISBN-0-309-03934-7
PUB DATE- 88
NOTE- 194p.; Photographs may not reproduce well.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($7.95; 2-9 copies $6.50; 10 or more $4.95 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary School Curriculum; *Elementary School Science; Experiential Learning; *Inquiry; *Instructional Materials; *Resource Materials; Science Curriculum; *Science Instruction

Many believe that children begin to learn science from the moment they start to perceive their environment. They have an innate need to make sense of what happens. Little by little, they form a useful model of the world around them. Before children go to school, they exercise their natural curiosity daily. School can expand a child's understanding of the universe or it can close off the search for knowledge by presenting science as a set of words from a textbook. This guide is designed to assist those who are working to improve elementary science edcation. The materials described are recommended because they provide support for effective hands-on, inquiry based programs. Included in this guide are descriptions of curriculum materials, supplementary resources including various kinds of books, magazines, and other reference materials, and sources of information and assistance such as museums, and technology centers, professional organizations, publishers, elementary science curriculum projects, and science materials suppliers. Each resource listed includes an address and a description of the program, project, center, museum or organization involved. (CW)

ED 303 336   SE 050 294

Gaides, G. Edward
Density: A Definition, a Concept, or Both?
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Concept Formation; *Concept Teaching; Elementary Education; *Elementary School Science; Laboratory Experiments; *Laboratory Procedures; Physical Sciences; *Science Activities; Science Curriculum; Science Instruction; *Scientific Concepts
IDENTIFIERS- *Density

Many words which have been treated in the denotative sense are actually connotative in nature. That is to say that citing a definition or stating a fact should not be a learning goal. Rather, a "conceptualization" should be what teachers are striving for. A series of activities dealing with density have been provided for demonstrations or laboratory type lessons at the elementary level. Activities include: (1) "Blocks of Wood"; (2) "Salt Water-Fresh Water"; (3) "Hot Water-Cold Water"; (4) "Liquid A-Liquid B"; and (5) "Blocks of Wood in Salt and Fresh Water." The materials needed, procedures, and explanations for each activity are described. (YP)

ED 303 366 SE 050 356

Carey, Susan; And Others

"An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge.

Educational Technology Center, Cambridge, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ETC-TR-88-19

PUB DATE- Jun 88

NOTE- 37p.

CONTRACT- OERI-400-83-0041

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Processes; Cognitive Structures; *Experiential Learning; *Inquiry; *Junior High Schools; Learning Processes; *Learning Strategies; Middle Schools; Process Education; Science Activities; *Secondary School Science

IDENTIFIERS- *Constructivism

Developing a constructivist view of scientific inquiry and knowledge is considered to be important to the training of future scientists, as well as to the understanding of scientific information by all citizens. The research reported targets the junior high school grades. Curricular materials that introduce seventh graders to the constructivist view of science have been developed and implemented. Students' initial epistemological stance concerning scientific knowledge is that knowledge is a passively acquired, faithful copy of the world, and that the inquiry process is limited solely to observing nature, rather than constructing explanations of phenomena in nature. The assumption guiding this curricular intervention is that if students are to gain a better understanding of the nature of scientific inquiry and knowledge, they must be actively involved in constructing and evaluating explanations for natural phenomena, and they must be engaged in metaconceptual reflection on that process. (CW)

ED 303 381 SO 019 511

Simcox, David E., Ed.
U.S. Immigration in the 1980s: Reappraisal and Reform.
Center for Immigration Studies, Washington, DC.

REPORT NO.- ISBN-0-8133-7542-8
PUB DATE- 88
NOTE- 313p.
AVAILABLE FROM- Westview Press, Inc., 5500 Central Avenue, Boulder, CO 80301.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- *Immigrants; *Labor Legislation; Labor Utilization; Mexicans; Refugees; *Undocumented Immigrants; United States History
IDENTIFIERS- California; Europe (West); Government Business Relationship; *Immigration Impact; Immigration Law; *Immigration Reform and Control Act 1986; Mexico

The introductory chapter of this volume on immigration into the United States is entitled "Overview: A Time of Reform and Reappraisal" (D. Simcox), and it introduces the topics of reform, legal and illegal immigration, the effect of immigration on the labor market and social welfare, and immigration enforcement methods that are discussed in the other 15 articles. The articles include: "Network Recruitment and Labor Displacement" (P. Martin); "Seeking Common Ground for Blacks and Immigrants" (J. J. Jackson); "Hispanic Americans: The Debased Coin of Citizenship" (R. Estrada); "Ellis Island: The Building of a Heritage" (E. Sevareid); "Immigration and the National Interest" (O. Graham, Jr.); "A Kind of Discordant Harmony: Issues in Assimilation" (G. Bikales and G. Imhoff); "Immigration, Population Change, and California's Future" (L. Bouvier); "Mexicans: California's Newest Immigrants" (The Urban Institute); "Immigration in the Golden State: The Tarnished Dream" (R. Marshall); "Mexico's Dilemma: Finding a Million Jobs a Year" (D. Simcox); "Employer Sanctions in Europe: Deterrence without Discrimination" (M. Miller); "Europe's Lessons for America" (M. R. Lovell, Jr.); "Principles vs. Expediency in U.S. Immigration Policy" (L. Fuchs); "The U.S. Refugee Industry: Doing Well by Doing Good" (B. Zall); and "How Many Americans?" (L. Grant). The appendix contains a summary of the Immigration Reform and Control Act of 1986. Tables are included. (DJC)

ED 303 397 SO 019 640

Cheng, Barbara Davis
A Profile of Selected Women Leaders: Toward a New Model of Leadership.
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Females; Government Employees; *Leaders; Leadership Qualities; *Leadership Styles; Research Projects; Sex Differences; Social Science Research; Social Studies; State Government
IDENTIFIERS- Vermont

Asserting that little is known about women's leadership development and style, this paper suggests reasons for this lack of knowledge and presents a literature search on the topic of women and leadership. When Vermont elected a woman as governor (Kunin, 1984), she appointed a large number of women to positions of power and influence within the state. This paper reports on a research study, conducted with 24 of these women, including the governor, in order to determine their leadership development and style. The results indicated that there is no single pathway to leadership positions and that women's career paths are non-linear, contextual, and interwoven with personal concerns. The results are described in terms of: (1) individual characteristics; (2) societal forces; (3) relationships to parents; (4) education; (5) marriage; (6) career aspirations; and (7) leadership styles. The paper concludes that educators should consider gender differences in relationship to leadership training, encourage women to take risks and try new ideas, teach about the value of women's contributions, and encourage the balancing of the needs for autonomy and connections. (JHP)

ED 303 412   SO 019 678

Pratte, Richard
The Civic Imperative: Examining the Need for Civic Education.
Advances in Contemporary Educational Thought Series, Volume 3.
REPORT NO.- ISBN-0-8077-2922-1
PUB DATE- 88
NOTE- 198p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; Civics; Curriculum Enrichment; Democracy; *Democratic Values; Elementary Secondary Education; Moral Values; Social Studies; *Values Clarification

Students should be taught civic competence, values, and dispositions; and skills needed for a democratic society should be acquired through formal education. U.S. schools must teach moral and civic values consciously, yet these values should be taught beyond civics and values clarification courses. The narrow focus of this type of course is to make good citizens, not develop good people; but the idea behind civic education should be that good people will make good citizens. The ideal values to be learned include respect for all people, belief in human dignity, concern for others, justice, fairness, tolerance, caring, and commitment to reflective reasoning, while the good citizen lives an ethic of obligation and service to others. This concept of citizenship and democracy reflects the thought of John Dewey and other contemporary theorists. The chapter titles are: (1) "The State of Civic Education Today"; (2) "Two Democratic Philosophical Traditions"; (3) "The Moral Dimensions of Philosophical Civic Republicanism"; (4) "Democracy, Citizenship, and Community Service"; (5) "Social Heterogeneity and E Pluribus Unum"; and (6) "Civic Competence." A 104-item bibliography concludes the document. (DJC)

ED 303 091 HE 022 111

Boone, Jerry N.; And Others
Black Faculty: The Reasons They Teach in Predominantly Black Colleges. ASHE 1988 Annual Meeting Paper.

PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (St. Louis, MO, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Attitudes; *Black Colleges; *Black Teachers; *Career Development; College Environment; *College Faculty; Doctoral Degrees; Higher Education; Influences; National Surveys; *Racial Factors; *Teacher Recruitment
IDENTIFIERS- *ASHE Annual Meeting

The motivations of black faculty with doctorates to teach in the relatively few predominantly black colleges and universities at a time when there is heavy demand for black faculty in most American higher education institutions are explored. Black faculty are in short supply, constituting 5% or fewer of the total American professoriate, and this shortage is expected to become more severe. A questionnaire was sent to 85 historically black colleges with full-time black faculty members holding a doctorate and 22 institutions responded. Respondents rated the importance of each of 18 items (such as salary offered, size of community and institution, geographic location, racial composition of faculty and student body, favorable housing, opportunity to contribute to black people, and sincerity in recruiting and offer of position) in terms of its influence on their decision to work in their institutions rather than predominantly white ones. Black faculty with doctorates report they are teaching in predominantly black institutions because of the perceived quality of the working conditions and a desire to contribute to black people; because their career preferences match the mission of their institutions; and because they believe the black institutions are sincere in recruiting them. They are also influenced by working conditions such as length of probationary period, tenure, salary, and program scope. The questionnaire is appended, and tables are included. Contains 14 references. (SM)

ED 303 118 HE 022 146

Financial Report of Ontario Universities, 1987-88. Volume I--Universities.

Council of Ontario Universities, Toronto.

REPORT NO.- ISBN-88799-232-3
PUB DATE- Nov 88
NOTE- 296p.; For related documents, see HE 022 147-148.
AVAILABLE FROM- Council of Finance Officers, Universities of Ontario, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4 Canada.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Expenditures; Financial Support; Foreign Countries; Higher Education; *Income; *Money Management; *Operating Expenses; *Public Colleges
IDENTIFIERS- *Ontario

Detailed information is provided on the revenues and expenses and changes in fund balances at all Ontario universities for the fiscal year ending in 1988. Volume I provides information on the 21 universities and related institutions that receive grants directly from the Government of Ontario. Following a report from the Council of Finance Officers and the guidelines and definitions used in collecting the financial data, 21 tables provide summary information for all colleges and universities. Tabular data are then provided for each of the 21 institutions. The tables cover source and type of funding and general and restricted funds. (KM)

ED 303 163   IR 052 613

Annual Review of OCLC Research, June 1987-June 1988.

OCLC Online Computer Library Center, Inc., Dublin, Ohio.
PUB DATE- 88
NOTE- 89p.; For the 1985-86 review, see ED 278 397.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Advisory Committees; Annual Reports; *Bibliographic Utilities; Database Management Systems; *Information Retrieval; Information Science; Library Statistics; *Management Information Systems; *Man Machine Systems; Program Descriptions; *Research and Development Centers; *Research Projects; Union Catalogs; User Needs (Information)
IDENTIFIERS- Full Text Searching; *OCLC

The projects reviewed in this annual report of the Online Computer Library Center, Inc. (OCLC) focus on four strategic areas: (1) enhancing the use of the OCLC Online Union Catalog; (2) investigating full document storage, retrieval, and presentation; (3) strengthening the interface between patron and system; and (4) providing statistical information for improved database management. Introductory materials include brief statements by individual members of the research advisory committee and an overview of the OCLC research program. This overview briefly describes the activities in each of the four strategic areas and how they contribute to the OCLC mission. Individual reports are then presented for the following: 17 OCLC projects; 6 external and collaborative research projects; and 7 library and information science research grant program projects. Abstracts of seven presentations in the distinguished seminar series are also provided. The report concludes with descriptions of research programs sponsored by OCLC, i.e., the visiting scholar program, postdoctoral fellowships, and research assistants program; biographical sketches of OCLC staff; an annotated listing of some other OCLC publications; and a prepaid reader survey card. (CGD)

ED 303 219 JC 890 076

Kangas, Jon; Landers, Joanne

Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District. Institutional Research Report Number 74.

San Jose/Evergreen Community Coll. District, San Jose, CA.
PUB DATE- 22 Jan 89
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Basic Skills; Community Colleges; *Grades (Scholastic); *History Instruction; Minimum Competencies; *Prerequisites; Reading Skills; Student Placement; Two Year Colleges; *Two Year College Students; Writing Skills

In 1983, the San Jose/Evergreen Community College District Board of Trustees asked that all courses be given appropriate levels of reading, writing, and math prerequisites. Minimum competencies (generally 9th grade English reading and writing skills) were assigned to almost all district courses. A study was conducted to determine the degree to which reading and writing skill prerequisites were related to success in history courses, and the degree to which success was related to satisfying these prerequisites by coursework compared to placement testing. The history program was chosen because it contained courses required for graduation, because students in history have traditionally received a broad range of grades, and because history instructors thought that 9th grade reading and writing skills were not sufficient to perform adequately in history classes. Study findings, based on the grades of all 1,632 students enrolled in history courses in fall 1987, included the following: (1) the higher the prerequisite level, the greater the student's chance of receiving an A, B, or C grade; (2) students who completed Freshman Composition had a 49% chance of earning an A or B grade in their history courses; and (3) students who entered history courses having fulfilled prerequisites through coursework were more apt to succeed than those who met prerequisites taking placement tests. (AJL)

ED 303 262 PS 017 776

Roberts-Gray, Cynthia
Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1988. October 1987 through September 1988.
Texas State Dept. of Human Services, Austin. Office of Strategic Management, Research, and Development.
PUB DATE- 88

NOTE- 187p.; For fiscal year 1987 report, see ED 292 785.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Inservice Teacher Education; *Library Services; *Nutrition Instruction; *Participation; *Program Effectiveness; Program Evaluation; Program Improvement; Public Schools; State Programs; Use Studies; Workshops
IDENTIFIERS- *Texas

In 1988, four studies were conducted to evaluate changes in the behavior and the knowledge of child nutrition on the part of participants in the Texas Nutrition Education and Training Program (NET). The NET Program operates synergistically with reimbursement elements of the U.S. Department of Agriculture's Child Nutrition Programs to improve children's nutrition. Preschool and school-age children are given opportunities to learn about and practice healthy eating habits. Individual studies concerned the performance of NET workshops, use of the NET Library, training as the preferred option for improving compliance with Child Care Food Program (CCFP) requirements, and participation in the NET Program. In the present report, results of these studies were integrated to develop an index and analysis of overall program performance. Results indicated a significantly positive effect for the program in 1988. Potential directions for program planning and development were: (1) expansion of the conceptual model on which the program is based; and (2) emphasis on improved coordination with related programs. Procedures and results of the separate studies are provided in appendices A through D. Results of the studies: (1) demonstrate the feasibility of coordinating agencies to attain objectives; (2) indicate the need for increased library use; (3) identify compliance errors that may be corrected through training; and (4) suggest ways to increase program participation. (RH)

ED 303 277 PS 017 803

Bailey, Becky
Understanding and Dealing with Separation Issues in Early Childhood Programs.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Play, Leadership and Animation IPA/USA Conference (Washington, DC, November 2-4, 1988).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Emotional Development; *Infants; *Intervention; *Preschool Children; Psychoeducational Methods; *Separation Anxiety; Teacher Responsibility; *Teacher Role
IDENTIFIERS- Psychoanalytic Theory

One of the major challenges to early childhood professionals is to effectively deal with separation anxiety and assist children in the transfer from home to other environments. This article summarizes, from a psychoanalytic perspective, the developmental stages of psychological separation, and describes techniques for practitioners for dealing with children with separation anxiety. Stages of the separation/individuation process considered include differentiation, practice of physical separation while psychological connection is retained, the state of "low-keyedness" and use of transition objects, and rapprochement. The recommended procedure and separation treatment program for children who remain in a low-key state for extended periods during the rapprochement stage advises caregivers to: (1) step in and help parents and children separate; (2) validate the feelings of both parent and child; (3) stay with the child in a close relationship; (4) help children continue the individuation process. (RH)

ED 303 291 RC 016 922

Falcon Beach School Closure Review. Research 87-01.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.
REPORT NO.- ISBN-0-7711-0656-4
PUB DATE- Mar 87

NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Enrollment; Enrollment Projections; Foreign Countries; Public Schools; *School Closing; *School Community Relationship; School Demography; School Size; Small Schools; Student Transportation
IDENTIFIERS- *Falcon Beach School MB

Falcon Beach School is a small school experiencing declining school enrollment and increasing operational costs. In February, 1987, Falcon Beach School was announced as a candidate for closure. The Planning and Research Branch of Manitoba Education conducted an economic and social analysis of the school operations. This research report provides results of the analysis of these factors and examines the potential impacts associated with alternate methods of education delivery. A profile of the Falcon/West Hawk community and its relationship and commitment to the Falcon Beach School is presented. The concerns of parents, residents, businesses, employing government agencies, and teachers are listed as data considered in the closure study. Six options are given as alternate education plans for this community with accompanying projected costs. The major conclusions are: (1) enrollment is expected to increase; (2) costs associated with providing education to the Falcon/West Hawk students are projected to increase; (3) by 1991, it will have cost the Department more to have closed the school to and have transported students to neighboring schools than it would to have left the school open; (4) school closure will potentially negatively impact the community; and (5) school closure would result in the Falcon/West Hawk elementary students having to undertake a 1.5-hour bus ride to another school. Suggestions for increasing efficiency of the school are given if the school is to remain open. This report contains 22 references. (ALL)

ED 303 352 SE 050 336

Linn, Marcia C.; Songer, Nancy Butler
Curriculum Reformulation: Incorporating Technology into Science Instruction.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 88

NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1988).
GRANT- NSF-MDR-8470514
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; Computer Software; *Computer Uses in Education; *Curriculum Development; *Laboratories; Microcomputers; Physics; Science and Society; *Science Instruction; Sciences; Secondary Education; *Secondary School Science; Technology; Thermodynamics
IDENTIFIERS- *Microcomputer Based Laboratory

To increase the connection between educational research and educational practice, a process called "curriculum reformulation" was used to incorporate recent advances in research on learning and instruction into science classroom experiences. The cognitive demands of a thermodynamics curriculum were successively refined while maintaining the same microcomputer based laboratory (MBL) software and the same basic experiments. The 13-week curriculum was reformulated four times, and each version was evaluated using the same criteria. Overall, a four- to ten-fold increase in student learning (depending on the criteria applied) was achieved as a result of reformulations based on cognitive research. The results showed that some suggestions from research offer promise for use in realistic settings and that other suggestions such as "offer multiple representations" are wrong or incomplete when applied in realistic settings. Includes a bibliography of 75 references. (Author/MVL)

ED 303 428 SP 030 842

Kirk, Pamela A.; O'Neal, E. C.

Discriminant Analysis of Teachers' Learning Styles: Profiled by Teaching Areas.

PUB DATE- Nov 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; Elementary Secondary Education; *Individual Differences; *Learning Processes; *Public School Teachers; *Teacher Attitudes
IDENTIFIERS- *Canfield Learning Styles Inventory

This study sought to determine if 17 affective variables on the Canfield Learning Styles Inventory Form S-A would discriminate among teaching areas of Mississippi public school teachers. The learning style inventory was administered to 86 teachers grouped into four teaching areas: elementary, secondary, special education, and others (library personnel, physical education, art and music). The mean scores were used to construct a learning style profile for each of the groups. The elementary group had a preference for interpersonal relations with individuals, a need for working independently, a structured learning environment, manipulation of mathematical concepts and qualitative symbols, learning through printed materials, and overall high expectancy. Secondary teachers revealed a preference for: competition, authority, numeric content, reading, and overall high expectancy. The special education group indicated a preference for: comparisons, competition, a controlled teacher-directed learning environment, involvement with numbers and reading. The "other" group had a preference for peer affiliations, controlled learning environment, numeric manipulations, reading and an overall high expectancy score. Implications for effective teacher workshops are discussed. (JD)

DOCUMENT RESUME

ED 303 445 SP 030 871

Bauer, Norman J.
Ways of Thinking and the Development of Foundational Knowledge.
PUB DATE- 6 Nov 88
NOTE- 17p.; Paper presented at the American Educational Studies Association Convention (Toronto, Canada, November 6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; *Educational Philosophy; *Educational Sociology; Educational Theories; *Foundations of Education; Higher Education; *Intellectual Disciplines; Policy Formation; School Administration

The purposes of this paper are: (1) to develop an understanding of three ways in which thinking and the development of foundational knowledge take place; (2) to identify a number of pertinent, empirically grounded examples of educational phenomena related to selected disciplines within the foundations of education; (3) to apply these three ways of thinking and the development of foundational knowledge to acquire a clearer understanding of the nature of the educational phenomena identified; and (4) to propose a strategy related to these three ways of thinking and the development of foundational knowledge which the field of educational foundations might pursue in order to identify and justify such knowledge as an essential component within the preparation programs of prospective teachers and administrators. One basic assumption undergirds this paper: It stipulates that the knowledges generated by the sub-disciplines represented by the broad category foundations of education, constitute powerful "tacit" structures which enable one to construct meaningful and useful critical interpretations of educational phenomena. (Author/JD)

DOCUMENT RESUME

ED 303 461 SP 030 911

Katz, Malcolm
Georgia Principals Identify Their Most Troublesome Administrative Problems: A 1988 Survey.
SPONS. AGENCY- Georgia Educational Leadership Academy.
PUB DATE- Nov 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Problems; Change Strategies; Classroom Techniques; Elementary Secondary Education; *Instructional Development; *Principals; Program Evaluation; School Surveys; Stress Management; *Teacher Administrator Relationship; Teacher Evaluation; Teacher Morale; *Time Management
IDENTIFIERS- *Georgia

Designed to probe the question of the specific administrative problems within their schools that principals in Georgia schools deem to be most troublesome, this study reports on the findings of a survey of 403 randomly selected elementary and secondary principals. For each of 10 needs areas that had been determined through a 1987 study to be the most critical as viewed by Georgia's principals, 3 specific problems (out of 7 problems correlated with each need area) were selected as most troublesome by principals. A comparison is made between a parallel study of superintendents and principals in four needs areas. The most outstanding problem in the view of the principals was completing the increasing amount of paperwork without neglecting personal contact with students, teachers, and parents. The second problem area was allowing a larger portion of time to be spend in their instructional leadership role. Related problems centered on working with marginal staff, focusing supervision properly, coping with unfavorable performance, and understanding legal ramifications of teacher evaluation. Other problems were avoiding faculty stress, motivating teachers to participate in inservice programs, and responding to faculty and staff burnout. Rank order of the problem areas as identified by Georgia principals is appended. (JD)

DOCUMENT RESUME

ED 303 475 TM 012 522

Eagle, Eva E.; Maw, Carlyle E.
Determinants of Postsecondary Educational Attainment for 1980 High School Seniors.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; Access to Education; *Educational Attainment; Followup Studies; Grade Point Average; Graduate Surveys; *High School Graduates; High Schools; High School Seniors; Minority Groups; *Postsecondary Education; *Predictor Variables; Racial Differences; Regression (Statistics); Sex Differences; *Socioeconomic Status; *Student Educational Objectives
IDENTIFIERS- *High School and Beyond (NCES)

Determinants of postsecondary education were examined for high school graduates in 1980 to determine whether minority students achieved good rates of enrollment and attainment; and to assess the relative importance of demographic characteristics, achievement in high school, and students' expectations. Data obtained from the High School and Beyond surveys in 1980, 1982, 1984, and 1986 were used in regressions of students' educational level on five sets of students' characteristics: (1) sex; (2) race; (3) ability; (4) socioeconomic status; and (5) high school grade average. The best predictors of education level were high school grades and ability. Results gave little justification to claims that Blacks and Hispanics have lower access to postsecondary education when students of similar sex, ability, academic performance, and socioeconomic status were compared. Students of different socioeconomic status differed significantly in their postsecondary plans, as though students already knew their economic limitations. Among graduates as a whole, academic ability and socioeconomic status had the most influence on educational attainment in the first 6 years after high school. Whatever the cause of lower attainment rates for students of lower socioeconomic status, the process apparently begins before the end of high school, with reduced expectations. Four data tables are included. (SLD)

DOCUMENT RESUME

ED 303 489 TM 012 694

Thompson, Bruce; Borrello, Gloria M.

A Confirmatory Factor Analysis of Data from the Myers-Briggs Type Indicator.

PUB DATE- 4 Jan 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Factor Analysis; Factor Structure; *Goodness of Fit; Higher Education; Maximum Likelihood Statistics; Measures (Individuals); *Personality Measures; Personality Traits; *Psychological Testing; Psychometrics; *Test Validity
IDENTIFIERS- *Confirmatory Factor Analysis; *Myers Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) measures variations in normal personality. The validity of the measure has only recently been examined by analyses of the structure underlying MBTI responses; and these investigations have used exploratory factor analyses, rather than confirmatory factor analytic methods. A confirmatory factor analysis was performed using data from 582 adult undergraduates and graduate students (78% female) at an urban university. Three models were fit to the data from these subjects using the LISREL VI computer program. All models involved extraction of maximum-likelihood estimates of structures based on analysis of correlation matrices. Two of the models fit the data nearly equally well. Overall, the results support the conclusion that the MBTI measures expected factor structure. Three tables list study data, and one appendix lists the unsorted confirmatory factor structure. (Author/SLD)

DOCUMENT RESUME

ED 303 503 TM 012 748

Schmitt, Dorren Rafael
Evaluation of Six School Effectiveness Programs.
PUB DATE- Nov 88
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; *Educational Improvement; Elementary School Students; Elementary Secondary Education; Junior High School Students; *Principals; *Program Evaluation; *School Effectiveness; School Surveys; *Socioeconomic Status; Teacher Attitudes; Teaching Methods; Urban Schools
IDENTIFIERS- California Test of Basic Skills; Louisiana

School effectiveness programs were evaluated at six urban schools (five elementary and one junior high schools) in Louisiana for the 1986-87 school year. Focus was on providing principals with information to improve their school effectiveness programs for the 1987-88 school year. Subjects were 3,006 students, for whom scores on the California Tests of Basic Skills were reviewed. Also included were six principals and 184 teachers who were interviewed and administered questionnaires: the Principal Questionnaire and the Staff Assessment Questionnaire, respectively. Data analysis procedures included means, frequencies, multivariate analysis of variance, and canonical correlation as quantitative techniques and trend analysis as the qualitative technique. Results suggest that: (1) there was some disparity in achievement across socioeconomic groups, but these differences were not as large as those found in previous research studies; (2) achievement of older students was less affected by socioeconomic status; (3) a higher percentage of paid-lunch students scored at or above grade equivalent than did free-lunch students; (4) principals expressed high expectations for students' academic achievement, but limited expectations for continuing education beyond high school; (5) principals expected teachers to impact student achievement through teaching methods and attitudes; (6) defined effective school programs were begun by initiators; (7) principals identified as managers ran schools with less variance across socioeconomic groups; and (8) managers tended to impact student achievement more than did initiators. Four data tables are included. (Author/TJH)

DOCUMENT RESUME

ED 303 518 TM 012 785

Federico, Pat-Anthony; Liggett, Nina L.
Computer-Based and Paper-Based Measurement of Semantic Knowledge.
Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TR-89-4
PUB DATE- Jan 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Testing; *Knowledge Level; Military Personnel; *Semantics; Test Construction; Test Format; Test Reliability; *Test Validity
IDENTIFIERS- Internal Consistency; Navy; *Paper and Pencil Tests; Threat; Weapons

Seventy-five subjects (Naval F-14 and E-2C crew members) were administered computer-based and paper-based tests of threat-parameter knowledge represented as a semantic network in order to determine the relative reliabilities and validities of these two assessment modes. Estimates of internal consistencies, equivalences, and discriminant validities were computed. It was established that: (1) computer-based and paper-based measures (i.e., test score and average degree of confidence) are not significantly different in reliability or internal consistency; (2) for computer-based and paper-based measures, the average degree of confidence has a higher reliability than does the average response latency, which in turn has a higher reliability than do the test scores; (3) a few of the findings are ambivalent since some results suggest that equivalence estimates for computer-based and paper-based measures (i.e., test score and average degree of confidence) are about the same, and another suggests that these estimates are different; and (4) the discriminant validity of the computer-based measures was superior to that of the paper-based measures. The results support the findings of only some of the research. This highlights the fact that the reported literature on this subject is contradictory and inconclusive. Seven tables present study data. (Author/SLD)

DOCUMENT RESUME

ED 303 532 UD 026 592

High School Graduate Follow-Up Report, June 1987 Graduates.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 88
NOTE- 65p.; For June 1985 graduates report, see ED 291 838.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Choice; *Employment; Equivalency Tests; High School Equivalency Programs; *High School Graduates; High Schools; High School Students; Minority Groups; Nontraditional Education; Postsecondary Education; Private Schools; Public Schools; *Racial Differences; Statistical Analysis; *Unemployment; Vocational Schools
IDENTIFIERS- *Connecticut; General Educational Development Tests

This report covers the October 1987 educational and career postsecondary activities of the June 1987 graduates from 145 Connecticut local public high schools (136 comprehensive high schools, 6 alternative high schools, and 3 endowed and incorporated academies) and 105 nonpublic high schools, and the February 1988 activities of the June 1987 graduates from the 17 regional vocational-technical schools (RVTS). Summary findings include the following: (1) the number of 1987 high school graduates increased two percent over 1986; (2) the highest percentage of high school graduates ever continued their educations, and the highest percentage ever went to four-year colleges and universities; (3) the number and percentage of graduates entering careers declined; (4) minority representation among graduates decreased; and (5) there were substantial differences by race in after-graduation education and career activities. Statistical data are included on 10 graphs and 9 tables. The appendices include the following tables of statistical data: (1) summary data for 1987 local public high schools, vocational-technical schools, and nonpublic schools; (2) 1987 state profiles for high school, public high school, nonpublic high school, and vocational-technical school graduates; (3) the October activities of the June 1987 public high school, nonpublic high school, and vocational-technical school graduates; and (4) the October higher education activities of the June 1987 public and nonpublic high school graduates. (FMW)

DOCUMENT RESUME

ED 303 545 UD 026 622

Anthony, Marlene C.; Etheridge, George
A Comparison of Black and White Middle Class Children's Performance on Three Ability Measures.
PUB DATE- 88
NOTE- 12p.; Presented at the 1988 Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Black Students; Cognitive Ability; Early Childhood Education; *Intelligence Tests; Low Income Groups; *Middle Class Students; Minority Group Children; *Racial Differences; Scores; Socioeconomic Background; *Socioeconomic Influences; Statistical Analysis; *White Students; Young Children
IDENTIFIERS- Kaufman Assessment Battery for Children; McCarthy Scales of Childrens Abilities

This study found no differences in the performance of middle class black and white children on three ability measures. The sample consisted of 15 pairs of black and white middle class children, aged 2.5 to 6.5 years, who attended the same mid-south child development center during 1987-88. Variables on which the children were match-paired were the following: (1) age; (2) race; (3) gender; (4) family income; and (5) parents' education. Children who received special services were not included in the study. The following ability measures were used: (1) the McCarthy Scales of Children's Abilities; (2) the Kaufman Assessment Battery for Children; and (3) the Bracken Basic Concept Scale. Each child was individually tested by a trained examiner. One test was administered per testing period. Preliminary analysis of the data indicated no differences between the scores of black and white children on the tests. One-way ANOVA was used to analyze the data to statistically confirm that no differences exist. Statistical data are included on three tables. A brief bibliography is also included. (FMW)

DOCUMENT RESUME

ED 303 558 UD 026 648

Delidow, Stanley V.
A Longitudinal Study of Retention in the C.O.O.R. ISD Area.
COOR Intermediate Board of Education, Roscommon, Mich.
PUB DATE- 18 Jan 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Failure; Economically Disadvantaged; *Economic Factors; Elementary School Students; Elementary Secondary Education; *Grade Repetition; Intermediate Administrative Units; Kindergarten Children; Longitudinal Studies; *Low Achievement; Low Income Groups; Secondary School Students; *Sex Differences; Standardized Tests; *Student Characteristics; Student Promotion
IDENTIFIERS- *California Achievement Tests; *COOR Intermediate School District MI

This study was begun in the Fall of 1985 to determine the long-term effects of retention in one of the six COOR Intermediate School District Areas (Roscommon, Michigan). The major focus is on academic achievement as measured by the California Achievement (CA) Test, which has been given to every kindergarten through eighth grade student in the Areas since 1980. Every student in the district was studied with the exception of students in grade 12. The district studied is comprised of two elementary schools, two middle schools, and one high school. The total population consisted of 2,800 students. Data analyzed included the following: (1) sex; (2) age; (3) retention; (4) free or reduced lunch; (5) CA Test information; (6) special education; (7) chapter services; and (8) ancillary information believed to be relevant. Conclusions include the following: (1) males are more likely to be retained and double retained than females; (2) retained males are more likely to receive special education services than females; (3) analysis of the CA scores of 166 students retained in the first, second, and third grades indicates that there is little long-term benefit from retention; (4) retained males and females do not achieve differently after retention; (5) non-retained students perform

academically better than retained students; (6) non-retained students perform academically better on the average over time than do retained students; and (7) retained students are more likely to be economically disadvantaged. The appendix is comprised of nine statistical data on nine tables and 11 graphs. (FMW)

Bauer, Norman J.
Foundational Studies as a New Liberal Art: Educology.
PUB DATE- 2 Nov 88
NOTE- 19p.; Paper presented at the Annual Convention of the American Educational Studies Association (Toronto, Canada, November 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Concept Formation; *Foundations of Education; General Education; Higher Education; *Intellectual Development; *Liberal Arts; Preservice Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- *Educology

A dangerously simplistic reductionistic movement, with a stress on the teacher as a technician, operating increasingly in a mechanistic way, is evolving in teacher preparation programs. This paper is constructed in light of the distorted consciousness likely to be acquired by prospective teachers as a result of this constraining movement. It has three purposes: (1) to stipulate clear definitions of "education", "liberal education", and "educology" as they are employed in this paper; (2) to identify two examples of conceptual thought derived from the philosophy of education which are clear examples of conceptual substance appropriate to liberal education; and (3) to argue that "educology" be employed as an additional category name, along with "pedagogy," within the component of teacher preparation traditionally referred to as professional education. This category would consist of those areas of study traditionally associated with the foundations, areas which would stress those intellectual and moral characteristics of a liberally educated person. (JD)

ED 303 462 SP 030 918

Herbster, Douglas L.; And Others
Integrating Learning Styles, Critical Thinking, and Models of Teaching in the Student Teaching Experience.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Critical Thinking; Higher Education; *Individual Characteristics; Individual Differences; Learning Processes; Student Attitudes; *Student Teachers; *Teaching Models

This paper first presents an overview of studies which categorized types of learning styles, teaching models, and critical thinking modes. In models of teaching, four families of human orientation to learning are identified: information processing, personal, social, and behavioral systems. Learning styles are identified as: concrete/sequential; concrete/random; abstract/random; and abstract/sequential. Modes of critical thinking are risk taking, assumption analysis, or openess. The underlying assumption of these groupings is that there are differences in ways people are oriented to learning. The characteristics of individuals in each category are described. The Gregorc Transaction Ability Inventory (TAI), which diagnoses learning style as related to individual means of transacting with the environment in the process of acquisition of information, was administered to 66 student teachers at Montana State University. An analysis of the results projects nine conclusions on the relationship between critical thinking and learning styles and critical thinking and teaching models. Results of student teacher responses are tabulated in the appendix. (JD)

ED 303 476 TM 012 525

Irwin, Claire C.
What Research Tells the Principal about the Teaching of Values.
PUB DATE- 5 Mar 88
NOTE- 30p.; Paper presented at the Annual Convention of the National Association of Secondary School Principals (72nd, Anaheim, CA, March 4-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; *Educational Research; Elementary Secondary Education; Humanistic Education; *Moral Values; Nationalism; Personality; *Principals; Public Schools; Semantics; Student Attitudes; Values Clarification; *Values Education
IDENTIFIERS- Maslow (A H); Skinner (B F)

An overview of values education is outlined. The semantic problems relating to the language of values/character education are identified, and some of the extant philosophical postures and controversies are sketched. Semantic issues relate to the interrelationships among the terms "values," "morals," and "ethics" as well as to the close alliance of values to attitudes, interests, and personality. A. H. Maslow and B. F. Skinner have provided important insights for the teaching of values education from the points of view of the research psychologist and behavioral psychologist, respectively. The leading controversy surrounding values teaching concerns whether the traditional American nationalistic values should be taught directly or indirectly. Much important work has been done in the field of values clarification, the first models of which were pioneered by L. Raths et al. The values analysis model is an ancient-modern structured approach grounded in argumentation theory and formal debate practice. General character education models can be categorized into hard-line and soft-line strategies. Several strategies have been developed for specific goals, for example, diminishing delinquency, preventing suicides and homicides, and dispelling disruptive behavior. Eighteen tools for measuring values are listed; 14 of these are briefly described. Additionally, 43 general references and 31 selected ERIC documents are listed. (TJH)

ED 303 490   TM 012 705

DuRapau, Theresa M.
Benefits of Using Planned Comparisons Rather Than Post Hoc Tests: A Brief Review with Examples.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; *Analysis of Variance; *Comparative Analysis; *Error of Measurement; Literature Reviews; *Multivariate Analysis
IDENTIFIERS- *A Priori Tests; *Planned Comparisons; Post Hoc Tests; Type II Errors

The rationale behind analysis of variance (including analysis of covariance and multiple analyses of variance and covariance) methods is reviewed, and unplanned and planned methods of evaluating differences between means are briefly described. Two advantages of using planned or a priori tests over unplanned or post hoc tests are presented. In addition to increasing power against Type II error rates, planned comparisons force the researcher to plan the research design more thoughtfully. An example illustrating the greater statistical power of planned comparisons is also provided. Three data tables are included, and two figures are appended. (Author/TJH)

ED 303 504 TM 012 749

Schmitt, Dorren Rafael
The Use of A Priori Techniques with a MANOVA.
PUB DATE- Nov 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; *Multivariate Analysis; Research Methodology
IDENTIFIERS- *A Priori Tests; Contrast Coding; *Planned Comparisons; Post Hoc Tests; Type II Errors

Planned comparisons have been known for several years. Due to the availability of computers, these comparisons have become a more viable alternative to post hoc testing. There are several different types of planned comparisons that can be performed. Research goals must be well thought out when using planned comparisons, since the appropriate hypotheses to be tested need to be decided prior to analysis of data, which will also determine the type of planned comparison performed. But this foresight also allows the researcher to have increased power against a Type II error. The literature regarding the use of planned comparisons is reviewed. The superiority of planned versus post hoc tests are discussed. Six types of planned comparison coding are discussed for multivariate analysis of variance (MANOVA). (Five data tables, tabulated comparisons of contrast coding hypotheses, and an application of if/then statements for difference contrast coding are appended.) (Author)

ED 303 519 TM 012 787

Lombard, Juliana V.
An Empirical Comparison of a Direct and an Indirect Method of Assessing Writing Proficiency.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0659-9; RGN-HSRC-P-92
PUB DATE- 88
NOTE- 62p.; Dutch- and English-language abstracts are provided.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Assessment; *English (Second Language); *Essay Tests; Foreign Countries; Grade 8; Junior High Schools; *Junior High School Students; *Multiple Choice Tests; Objective Tests; Statistical Analysis; *Test Format; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- Direct Assessment; *South Africans

The validity and reliability of two techniques of assessing writing proficiency were compared in a sample of 300 South African students (in Standard 8) for whom English was a second language. The objective, multiple choice method was compared with a subjective, essay method. Students completed a Standard English Second Language Item Bank Test and wrote an essay and letter. End-of-year examination marks and final report marks were additional criteria. The subjects included 130 boys and 170 girls from schools in Transvaal, Orange Free State, Natal, and Cape Province. Statistical analysis of the four variables--multiple choice test, writing samples, examination grades, and report grades--indicated a substantial correlation between the objective and subjective techniques used, indicating that both approaches tap similar skills. The multiple choice test was found to be a reliable and valid method of testing writing proficiency. Sixteen data tables and a 38-item list of references are provided. (SLD)

ED 303 533 UD 026 597

White, Michael J.; Mueser, Peter R.
Race and Geographical Mobility in the United States, 1940-1980.
Urban Inst., Washington, D.C.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
PUB DATE- Jul 88
NOTE- 32p.; Earlier draft presented to the Population Association of America (April, 1988).
GRANT- HD18739
AVAILABLE FROM- Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Blacks; Demography; *Educational Background; Migrants; *Migration; Migration Patterns; Minority Groups; Opportunities; Place of Residence; Population Distribution; *Racial Differences; *Residential Patterns; Statistical Analysis; *Whites

Disparities in rates of mobility among groups in the population have long been of interest as indicators of potential differences in access to economic and social opportunities. Racial differentials in mobility within the United States are seen as evidence of the lack of assimilation of blacks into the American mainstream. This paper tests for a convergence over time in racial differentials in local residential mobility and migration. Tabulations of the 1940-80 Public Use Microdata Files of the U.S. Census and corresponding loglinear models are used to examine changes over time in the interaction of race and mobility, while controlling for the influence of age, education, and southern origin. Results reveal that effects of age, education, and time period on the distribution of persons among mobility types are substantial. With the exception of those who have attended or completed college, blacks tend to remain less migratory than whites at all times, even after controlling for age and education. However, evidence does exist for the reduction of these differentials over time. A list of 25 references is included. An outline discussion of the Systematic Alien Verification For Entitlements (SAVE) program is also included. (FMW)

ED 303 546 UD 026 623

Educating Black Male Youth: A Moral and Civic Imperative. An Introspective Look at Black Male Students in the New Orleans Public Schools.

Orleans Parish School Board, New Orleans, La.

PUB DATE- 88

NOTE- 57p.; Prepared by the Committee to Study the Status of the Black Male in the New Orleans Public Schools. Some tables and the survey instruments use small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Black Students; Dropout Rate; Dropouts; Educational Policy; *Elementary Secondary Education; Enrollment Trends; Equal Education; Expectation; Expulsion; High Risk Students; *Males; Parent Participation; Parent Student Relationship; Policy Formation; *Racial Differences; Role Models; School Community Relationship; Student Promotion; Suspension

IDENTIFIERS- *New Orleans Public Schools LA

Educating black male youth, especially those in the New Orleans (Louisiana) Public Schools, is a moral and civic imperative. Though black males represented 43 percent of the public school population in the 1986-87 academic year, they accounted for 57.5 percent of the non-promotions, 65 percent of the suspensions, 80 percent of the expulsions, and 45 percent of the dropouts. This report presents the following: (1) a summary analysis of the 1986-87 academic year data (by sex and race) on school enrollment and retention, suspensions and expulsions, and dropouts and achievement; (2) the results of a survey of over 9,250 teachers, parents, and students; and (3) the results of a survey of almost 1,100 members of the community. Subcommittees were developed to address the following issues: (1) the role of expectations on student achievement; (2) social structure variations; (3) community influences and perceptions; and (4) parent influences and responsibilities, and role models and significant others. Recommendations are offered for each of these issues. Data are presented on 18 tables and figures. Appendices list the categories and guiding questions for each of the subcommittees, and present the survey instruments. (BJV)

ED 303 559 UD 026 649

Chiu, Catania; And Others
A Study of Self-Concept of Cambodian Children in Two Richmond Public Schools.
SPONS. AGENCY- Virginia State Dept. of Mental Health, Richmond. Mental Retardation and Substance Abuse Services.
PUB DATE- Feb 89
NOTE- 34p.; Paper presented at the Annual Meeting of the Eastern Education Research Association (Savannah, GA, February 1989). Table 3 may not reproduce well due to marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Black Students; *Cambodians; Comparative Analysis; Elementary Education; *Elementary School Students; Ethnic Groups; Immigrants; Minority Group Children; National Norms; Norm Referenced Tests; *Refugees; *Self Concept; Self Concept Measures; Social Cognition; Statistical Analysis; Stress Management; Student Characteristics; Urban Schools
IDENTIFIERS- Piers Harris Childrens Self Concept Scale; *Richmond Public Schools VA

This study investigates the self-concept of 37 Cambodian children who have recently resettled in Richmond (Virginia) after experiencing war, turmoil, and refugee camp life in Southeast Asia. The study group consisted of 19 Cambodian males and 17 Cambodian females, whose ages ranged from 5 to 14 years. About 17 percent of the respondents were in kindergarten; 39 percent were in grade 1; 11 percent were in grade 2, and the remaining 33 percent were in grade 3 or above. Each was administered the Piers-Harris Children's Self-Concept Scale (PHCSCS), comprised of cluster scales assessing self-concept in the following areas: (1) Behavior; (2) Intellectual and School Status; (3) Physical Appearance and Attributes; (4) Anxiety; (5) Popularity; and (6) Happiness and Satisfaction. The PHCSCS was translated into Khmer, the Cambodian language, to compensate for difficulty in understanding English. Analysis of PHCSCS scores resulted in the following summary conclusions: (1) the self-concept scores of the respondents were a little low when compared with the normative sample included in the PHCSCS manual; (2) the respondents scored lower on the Popularity cluster than the black children studied by Oanh and Michael (1977), and lower in the Behavior cluster than the non-Vietnamese Asian children in the same study; and (3) relationships between self-concept and demographic characteristics were statistically weak. Statistical data are included on four tables. A 14-item list of references is included. (FMW)

ED 303 447 SP 030 873

Stier, William F., Jr.
Promotional Techniques for the Small Budget. (There Is More to Athletic Promotions Than Meets the Eye.)
PUB DATE- Aug 87
NOTE- 11p.; Paper presented at the National NCAA Professional Development Seminar Washington, DC, August 5-7, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Athletics; *Fund Raising; Higher Education; *Institutional Mission; Marketing; *Needs Assessment; *Public Relations

It is pointed out in this discussion of the challenges and difficulties of athletic promotional activities that it is important to realize that improving the overall image of the intercollegiate athletic program should be conducted in a way that is supportive of the total educational and non-educational missions of the institution in which the athletic program is positioned. It is essential that an overall, global athletic marketing plan be developed and nurtured. Such a plan should be established through a meaningful, realistic and accurate assessment or evaluation process which identifies the needs and limitations or parameters as well as the attributes or resources of the athletic entity. To the extent that an athletic department's promotional activities, fund raising tactics and image enhancing efforts are concerned, it is important that these activities be part of an overall approved college-wide plan. A list of factors to consider in the implementation of athletic promotional activities is presented, and 20 specific techniques for promotional activities are presented. (JD)

ED 303 463 SP 030 919

Bower, Ann M.
Getting at the Core of the New York State Mentor Teacher-Internship Program: Relationships.
PUB DATE- Feb 89

NOTE- 28p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Data Collection; Inservice Teacher Education; Interpersonal Relationship; Interviews; *Mentors; Observation; *Research Methodology; *Teacher Interns
IDENTIFIERS- *New York State Mentor Teacher Internship Prog

This paper points out the value of methods that are qualitative in nature in order to collect data regarding the essence of a formalized relationship between a mentor teacher and an intern teacher. Of several cases examined during the second year (1987-88) of the New York State Mentor Teacher-Internship Program, one case is presented as an illustration of the kind of product this methodology is capable of producing. Strategies, such as semi-structured interviews and non-participant observations, are suggested in order to arrive at both comparable data across subjects and insightful information from the subjects' perspective about the phenomenon being described. Case studies arrived at in this manner offer program planners, administrators, researchers, mentors, and other teachers the opportunity to examine on-going experiences throughout different stages of a mentor teacher-intern teacher formalized relationship. Descriptions of events within these relationships can also increase the potential for more fully informed decisions by state policy makers. (JD)

ED 303 491 TM 012 709

Boser, Judith A.
Teachers Education Follow-Up Surveys: Are the Respondents Representatives of the Group?
PUB DATE- Nov 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Followup Studies; *Graduate Surveys; Higher Education; *Mail Surveys; Occupational Surveys; Sampling; Surveys; Teacher Certification; *Teacher Education; *Test Bias; Testing Problems
IDENTIFIERS- Nonrespondents; Response Rates (Questionnaires); *Teacher Surveys

An attempt was made to determine whether a non-response bias exists in the annual follow-up surveys of graduates of teacher education programs when the surveys focus on more than employment. Subjects were 291 graduates of teacher certification programs at a major university in the southeastern United States from Fall 1986 through Summer 1987. In an initial survey concerning employment, 88.6% of the subjects responded. A second follow-up was conducted that requested more detailed information, including evaluation of the teacher preparation program and career plans. A total of 227 subjects (78%) responded. Sixty-four subjects did not respond, and most of these non-respondents could not be contacted. Data were also collected from analyses of subjects' college records. Chi-square tests comparing respondents and non-respondents on employment, major, status, date of graduation, location, and gender revealed no significant differences for these variables. Non-respondents tended to be older than respondents, but no significant differences were found for grade point average and scores on the American College Tests and the National Teacher Examination. Since the survey had a 78% response rate, it was encouraging to know that respondents were representative of the entire sample. Two tables provide the results of chi-square and Mann-Whitney comparisons of the study data. (SLD)

ED 303 520 TM 012 790

Melancon, Janet G.; Thompson, Bruce

The Nature of Field Independence: Percentiles and Factor Structure of the Finding Embedded Figures Test--Research Edition.

PUB DATE- 11 Jan 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *College Students; Equated Scores; *Factor Structure; *Field Dependence Independence; Higher Education; Multiple Choice Tests; Personality Measures; *Psychometrics; Test Format; *Test Results; Visual Perception
IDENTIFIERS- *Finding Embedded Figures Test Research Edition; Group Embedded Figures Test; *Percentile Ranks

This study investigated the nature of field independence by exploring the structure underlying responses to Forms A and B of a multiple-choice measure of field-independence, the Finding Embedded Figures Test (FEFT). Subjects included 302 students (52.7% male) enrolled in mathematics courses at a university in the southern United States. Students completed both forms of the FEFT (each form contained 35 items) or one form of the FEFT and the Group Embedded Figures Test, with different orders of test administration. A total of 225 students completed Form A of the FEFT, 232 students completed Form B of the FEFT, and 155 students completed Forms A and B of the FEFT. Results suggest that the perceptual disembedding manifestations of field independence involve several dimensions, although these dimensions may be subsumed by a common higher-order factor. Results also support the conclusion that the research edition of the FEFT has reasonable psychometric integrity. Eight tables provide percentile equivalent scores, factor structure matrices, and item characteristic maps of the study data; and a 48-item list of references is included. (Author/SLD)

ED 303 477 TM 012 528

Mandeville, Garrett K.; Heidari, Khosrow

Measuring School Effectiveness Using Hierarchical Linear Models.

PUB DATE- Apr 88
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Education; *Elementary Schools; Mathematics Achievement; *Measurement Techniques; Reading Achievement; Reliability; *Research Methodology; *School Effectiveness
IDENTIFIERS- *Effective Schools Research; *Hierarchical Linear Modeling

Two major groups of researchers focus on identifying schools that have been unusually effective in terms of their students' achievement: (1) "effective schools" researchers; and (2) those charged with the responsibility of identifying schools for special recognition. However, all legitimate attemps to operationalize school effectiveness that are based on student achievement (i.e., those controlling relevant extraneous variables) have produced "measurements" that do not have desirable properties. For example, these measurements are quite unstable across different school subpopulations (such as students in different grades) and across years. This finding is counter-intuitive. In this study, eight alternative methods were used to "measure" the effectiveness in reading and mathematics of a sample of 135 elementary schools in South Carolina across grades 1 through 4 for the 1985-86 and 1986-87 school years. The eight student samples ranged from 8,000 to 11,000 children. Scores from the Basic Skills Assessment Programs and the Cognitive Skills Assessment Battery served as pretest measures. Four of the methods might be considered traditional, whereas the other four do not seem to have been considered previously. The results indicate that one of the new methods, based on hierarchical linear modeling, produced school effectiveness indices that were slightly more stable across grades and considerably more stable across years than the more traditional methods. Although several technical and political issues remain unresolved, this approach to the identification of exceptional schools should receive further consideration. Three tables of correlations are included. (Author/SLD)

ED 303 505 TM 012 750

Franks, M. E.
Using the Gap Reduction Model To Evaluate a Successful Bilingual/ESL Program.

PUB DATE- Nov 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *American Indian Education; American Indians; Bilingual Education Programs; Elementary Education; *Elementary School Students; *English (Second Language); Inservice Teacher Education; *Language Proficiency; Limited English Speaking; *Primary Education; *Program Evaluation; Summative Evaluation; Supplementary Education
IDENTIFIERS- California Achievement Tests; Choctaw (Tribe); *Gap Reduction Model; Mississippi

Procedures and results of an evaluation of the Choctaw Bilingual/English as a Second Language (ESL) Program, conducted in east central Mississippi, are discussed. The program, which is in its fifth year, is implemented using Title VII funds in three of the six Bureau of Indian Affairs elementary schools on the Mississippi Choctaw Reservation. The Bilingual/ESL program focuses on increasing students' proficiency in English in a manner that does not devalue Choctaw language or culture. It involves formal classroom instruction and parent training. A major component involves the training of instructional personnel in ESL instructional methods. The means used to evaluate the project was the gap-reduction design advocated by G. K. Tallmadge et al. During the evaluation, the program served 139 students enrolled in kindergarten through grade 3. All students were dominant Choctaw speakers with limited English proficiency. A comparison group of 194 non-ESL students in kindergarten through grade 4 was used. Students in both groups were administered the California Achievement Test (CAT) in April of 1987 and 1988. The unit of analysis was the standard score for the reading, language, and total battery. Results indicate that the students in the program made greater gains in all three batteries of the CAT than did non-ESL students. It is concluded that the program has been sufficiently effective to recommend its adoption by the entire school system. In addition, the gap-reduction method of program evaluation has proven to be an efficient and effective method of evaluating supplemental educational programs. Nine data tables and five graphs are presented. (TJH)

ED 303 534 UD 026 600

The Time for Assertive Action: School Strategies for Promoting the Education Success of At-Risk Children. Report of the Commissioner's Task Force on the Education of Children and Youth At-Risk.
New York State Education Dept., Albany.
PUB DATE- 13 Oct 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Cooperative Programs; Curriculum Development; *Dropout Prevention; Dropout Programs; *Educational Improvement; Equal Education; *Financial Needs; *High Risk Students; High School Students; Low Income Groups; Minority Groups; Parent Participation; School District Autonomy; School Organization; Secondary School Curriculum; State Aid; *Statewide Planning; Teacher Improvement; Urban Education
IDENTIFIERS- *New York

State, school and community must take responsibility for cooperative educational reform targeted at improving educational opportunities for poor, minority students who are at risk of dropping out of New York State's public high schools. Program recommendations include the following: (1) early childhood education programs; (2) mechanisms to ensure equal educational achievement; (3) innovative learning environments; (4) elimination of limitations on local school districts; (5) greater autonomy for school personnel tied to increased accountability; (6) teacher recruitment, training and in-service policies and practices that encourage respect for racial and cultural diversity; (7) recruitment, retention and promotion of minority and bilingual personnel; (8) study of cultural diversity; (9) services for language minority students; (10) revised special education practices; (11) comprehensive data systems; (12) parent participation; (13) discipline policies and behavior standards; and (14) individualized and group services provided through collaborative arrangements. Fiscal recommendations include the following: (1) fiscal resources to support the program recommendations; (2) consolidation of selected formula aid, and competitive grants; (3) enhanced flexibility in school-based administration; (4) increased state aid; (5) fiscal incentives to school districts for improved performance; (6) enhanced equity in the distribution of State aid; and (7) greater investment in the physical conditions of the schools. A brief bibliography is included. (FMW)

ED 303 547 UD 026 629

Equal Employment Opportunity Law Enforcement. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives. One Hundredth Congres, Second Session (Los Angeles, CA).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 21 May 88

NOTE- 93p.; Serial No. 100-87.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Blacks; Compliance (Legal); *Equal Opportunities (Jobs); Federal Legislation; Hearings; Hispanic Americans; *Labor Legislation; *Law Enforcement; Racial Discrimination; Sex Discrimination

IDENTIFIERS- Congress 100th; *Equal Employment Opportunity Commission

This document comprises the testimony presented at an oversight hearing on equal employment opportunity law enforcement before the House Subcommittee on Employment Opportunities. Among those who testified were the following: (1) Jerry Blakemore, Office of Federal Contract Compliance Programs, United States Department of Labor; (2) James Foster, Labor and Industry Committee, Los Angeles National Association for the Advancement of Colored People; (3) Judith Keeler, United States Equal Employment Opportunity Commission; (4) James Watt, Black Communication Network; and (5) former employees of Northrop Corporation, Glendale Federal Savings & Loan Association, and Rockwell International. Prepared statements are included. (BJV)

ED 303 560 UD 026 650

Successful Schooling for the At-Risk Student: Conference Report and Recommendations.
City Univ. of New York, N.Y. City Coll.; New York State Education Dept., Albany.
PUB DATE- 1 Jun 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; College School Cooperation; *Cooperative Programs; *Dropout Prevention; Dropout Programs; Educational Environment; *Educational Improvement; *High Risk Students; High Schools; *High School Students; Parent Participation; School Business Relationship; School Community Relationship; School Holding Power; Secondary Schools; Self Concept; Social Services; Urban Programs; Urban Schools; Urban Youth
IDENTIFIERS- *Attendance Improvement Plan; *Dropout Prevention Program

The second annual Staying-in-School-Partnership Program (SSPP) conference, "Successful Schooling for the At-Risk Student: Ideas for Practitioners," brought representatives from the ten SSPP programs together with representatives from New York State and New York City Attendance Improvement/Dropout Prevention (AIDP) programs, the New York City Dropout Prevention Program (DPP), and the Alternative High School Programs of the New York City Board of Education. SSPP's are university-based collaborative programs designed to work with schools to meet the needs of at-risk students. Goals were to report on successful practices, and to identify and recommend changes in schools that would improve

education for at-risk students. Areas for school improvement included the following: (1) school organization and social services; (2) social climate and affective needs; (3) curriculum and instruction; (4) staff development; (5) parent involvement; and (6) partnerships with business and community-based organizations. Contents of this report are the following: (1) a list of 18 recommendations for how schools need to be changed to improve education for at-risk students developed by the participants; (2) the full text of the keynote address: "Successful Schooling for the At-Risk Student" (S. Phillips); (3) the conference program; (4) a list of the conference participants; and (5) acknowledgments of conference staff. (FMW)

ED 303 448 SP 030 874

Bailey, Judy G., Ed.

Handbook for Teaching Assistants: The TA at U of D. Fourth Edition.

Delaware Univ., Newark.
PUB DATE- Aug 88
NOTE- 111p.; A publication of the Center for Teaching Effectiveness.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Demonstrations (Educational); Higher Education; *Instructional Effectiveness; Laboratory Procedures; Lecture Method; Questioning Techniques; Reference Materials; *Resource Materials; *Teacher Behavior; *Teacher Student Relationship; *Teaching Assistants; Testing

This handbook is divided into two parts. Part 1 focuses on being a teaching assistant and ideas for teaching. Sections of this part cover: (1) university policies applicable to teaching assistants and behavior guidelines; (2) teaching tips; (3) lecturing techniques; (4) discussion and laboratory sections; (5) using questions; (6) demonstrations; (7) testing and grading and writing examinations; and (8) academic dishonesty and resources available in the bookstore. Part 2 is specific to the University of Delaware and provides a guide to campus resources. (JD)

ED 303 464 SP 030 920

Tauber, Robert T.
Vocational-Technical Education: An Overlooked Component in Teacher Training?
PUB DATE- Feb 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Choice; Educational Needs; Elementary Secondary Education; English Teacher Education; Higher Education; *Inservice Teacher Education; *Introductory Courses; Teacher Attitudes; *Teacher Education Curriculum; *Technical Education; *Vocational Education

Within recent educational history, the needs of academic students have been attended to before the needs of vocational and technical students. Academic teachers must undergo a change in attitude toward the vocational-technical (votech) students and the careers they pursue. It is suggested in this paper that information concerning vocational education should be incorporated into the preservice teacher education courses in foundations of education. Preservice exposure to votech education would encompass three parts: (1) an orientation, including specific reference to the application of each of the educational foundation areas to a votech education; (2) a tour of a votech school; and (3) a wrap-up debriefing following the votech school visit. In addition to educating preservice teachers about votech education, there is a need to educate inservice teachers. Most important would be the education of secondary teachers who are called upon to teach English to votech students. A description is given to a 3-week period inservice program that has been successful in enlightening teachers on the career choices open to votech students. Three brief attachments relate oral communication skills to vocational education. (JD)

ED 303 492 TM 012 710

Peck, Hugh I.
The Performance of Regularly and Irregularly Certified Teacher of Mathematics.
PUB DATE- Nov 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Comparative Analysis; Discriminant Analysis; Educational Experience; Elementary Secondary Education;

Licensing Examinations (Professions); *Mathematics Teachers; *Performance; Pilot Projects; *Teacher Certification; Test Validity
IDENTIFIERS- Mississippi Teacher Assessment Instruments; National Teacher Examinations

A pilot study was conducted to determine the effects of certification status on the performance of mathematics teachers in Mississippi. A number of new teachers of mathematics in Mississippi agreed to participate in the study. The subjects included 33 regularly certified teachers who had received certification from colleges of education and 14 irregularly certified teachers who were certified from colleges of arts and sciences. Scores on three National Teachers Examination (NTE) subtests, the Mississippi Teacher Assessment Inventory (MTAISC), the Soares Teacher Self Assessment, the Soares Teacher Perceived Assessment, and the Soares Mathematics Attitude Survey (SMATH) were also used in the evaluation. Discriminant function analysis of these seven variables correctly classified 97% of the regularly certified teachers and 57.1% of irregularly certified teachers. Three variables, the NTE Mathematics Specialty Area score, the SMATH, and the MTAISC correctly predicted 91.49% of the classifications. (SLD)

ED 303 521 TM 012 796

Soh, Kay-cheng
Teacher Locus of Control: A Study of Its Reliability and Validity by Discriminant Analysis. Research Paper ERU-3-88.
Institute of Education (Singapore).
REPORT NO.- ISBN-9971-953-48-X
PUB DATE- 10 May 88
NOTE- 17p.; For related document, see TM 012 797.

AVAILABLE FROM- Institute of Education, Singapore.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discriminant Analysis; *Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Job Performance; *Locus of Control; Personality Traits; Personnel Evaluation; *Predictive Validity; Primary Education; *Secondary School Teachers; Teacher Effectiveness; Test Reliability; *Test Validity

The validity of teacher locus of control (TLOC) as measured by an instrument adapted for this purpose was studied. The construct refers to the individual's perception that changes in his or her environment result from internal or external factors. An adaptation of a scale developed by R. C. Taylor et al. (1981) was used to measure TLOC. The first study investigated the reliability of the scale using data from 54 primary and secondary teachers (35 female and 19 male) in a course on classroom-based research. The external criterion was performance ratings of these teachers by their supervisors. Discriminant analysis of the instrument indicated its efficacy in differentiating internals from externals. The second study tested the hypothesis that more effective teachers would be more internal as compared with less effective colleagues. Thirty female and 10 male teachers from one secondary school completed the TLOC instrument. They were separated into effective and less effective teachers by principals' ratings. Teachers rated as more effective were in fact more internal. To the extent that supervisors' evaluations are reliable and valid measures of teacher performance, locus of control can be considered to have predictive validity. Four tables present study data. (SLD)

ED 303 548 UD 026 630

New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System. 1986-87 .
New York State Education Dept., Albany.
PUB DATE- 1 Jan 89

NOTE- 136p.; For statistical profiles, see UD 026 631.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Administrator Characteristics; Dropout Rate; *Educational Finance; Elementary Secondary Education; Employment Statistics; Enrollment Trends; High Risk Students; Low Income Groups; Minority Groups; Minority Group Teachers; *Public Schools; *Racial Differences; *School Demography; School Personnel; School Statistics; *Sex Differences; *Student Characteristics; Suburban Schools; Teacher Characteristics; Urban Schools
IDENTIFIERS- *New York

This report presents information about enrollment trends, student achievement, graduation rates, the teaching force, and school finances for elementary and secondary schools and higher education in New York State for the 1986-87 school year. Most of the data for elementary and secondary schools were drawn from the Basic Educational Data System (BEDS); data for postsecondary education was drawn from the Higher Education Data System (HEDS). Analysis reveals a bimodal public school system consisting of one largely suburban, white, affluent, and successful system; and one largely urban, minority, poor, and failing system. Topics covered include the following: (1) public education as a collaborative enterprise; (2) population characteristics; (3) enrollment trends; (4) course and program participation rates; (5) student performance; (6) attendance and high school completion; (7) postsecondary education and employment; (8) public school teachers and administrators; and (9) public school finance. Statistical data are included on 62 tables. A discussion of data sources and collection methods is also included. (FMW)

ED 303 449 SP 030 875

Marchant, Gregory J.

Attitudes toward Research-Based Effective Teaching Behaviors from Teachers, Principals, and College Faculties and Students.

PUB DATE- 13 Oct 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (October 13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; College Faculty; Education Majors; Elementary Secondary Education; Higher Education; Principals; *Research Utilization; *Teacher Behavior; *Teacher Effectiveness; Teachers
IDENTIFIERS- *Teaching Behaviors Questionnaire

Attitudes toward research-based effective teaching behaviors were inventoried to explore differences between teachers, principals, college faculty, and undergraduate education students (N=500). Scores from the Teaching Behaviors Questionnaire (TBQ) were analyzed using analysis of variance and a post hoc comparison procedure. The scores indicated attitudinal support for the research-based behaviors. Differences were found among the groups with secondary and elementary principals scoring significantly higher on the TBQ than the other groups. Elementary teachers scored significantly higher than secondary teachers (the lowest scoring group). Recommendations are made based on the relatively low scores from college education faculty members, the relatively high scores from both elementary and secondary principals, and the discrepancy between the scores of secondary principals and secondary teachers. Sixteen references are included. (Author/JD)

ED 303 478 TM 012 548

Jenkins, Jeanne E.; And Others
Parental Separation Effects and Family Influences on Children's Divergent Thinking Abilities.
PUB DATE- Feb 88
NOTE- 17p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (11th, Miami Beach, FL, February 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Stimuli; Children; Comparative Analysis; Creativity Tests; *Divergent Thinking; Divorce; Elementary Education; *Elementary School Students; *Family Influence; Family Problems; Goal Orientation; Grade 3; Grade 4; Grade 5; Marital Instability; *Nuclear Family; *One Parent Family
IDENTIFIERS- Family Environment Scale; New York

The effects of parental separation and home environment factors on children's cognitive creative abilities, specifically in the area of divergent thinking, were studied. A total of 64 female and 52 male children from 58 single-parent families and 58 two-parent families enrolled in grades 3 through 5 participated in the study. Subjects were sampled from 65 elementary classes in seven central New York State school districts. A taped, auditory free-response exercise was used to measure divergent thinking. The groups of auditory stimuli consisted of both familiar and abstract sounds. Each group of stimuli was preceded by narrated instructions, encouraging the children to be imaginative, and followed by a silent period. Children's responses were scored for fluency, flexibility, and originality by two independent scorers. Achievement orientation, active-recreational orientation, intellectual-cultural orientation, and independence were measured using a modified version of the Family Environment Scale, which was completed by all parents of the subjects. Results indicate that there were no significant differences between the groups on any of the divergent thinking components and that active-recreational and intellectual-cultural orientations predicted fluency. Three data tables are included. (TJH)

ED 303 506 TM 012 751

Kirby, Peggy C.
Reflective Teaching and Teacher Effectiveness: Measurement Considerations.
PUB DATE- Nov 88
NOTE- 15p.
AVAILABLE FROM- Department of Educational Leadership and Foundations, University of New Orleans, New Orleans, LA 70148.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Factor Analysis; *Measurement Techniques; Objective Tests; Problem Solving; Teacher Attitudes; *Teacher Effectiveness; Teaching Styles; *Test Construction; Testing; Test Reliability; Test Validity
IDENTIFIERS- *Reflective Teaching Instrument

An attempt was made to develop an objective instrument to assess a teacher's perceived engagement in reflective practice. A Reflective Teaching Instrument (RTI) was developed around three dimensions of reflective practice in teaching: (1) diagnosis (problem setting); (2) testing; and (3) personal causation. Indicators of each of the dimensions were compiled from a review of the literature to generate an instrument. Four educators comprised an expert panel that assessed the face validity of each item. The pilot instrument of 48 Likert-format items was administered to 40 practicing teachers enrolled in graduate classes. A field test was subsequently conducted with 102 public elementary and junior high school teachers, representing a response rate of 94%. Items empirically supported through factor analysis after the field test were retained, resulting in a revised 15-item scale. Reliability coefficients of the revised scale indicated that items appeared to measure the identified constructs. Further research should include refinement of the instrument with attention to the diagnosis subscale, which was of somewhat suspect construct validity. Research to support the relationship between scores on this instrument and teacher effectiveness is also needed. Factor structure and alpha reliability data of the RTI are tabulated. (SLD)

ED 303 535 UD 026 602

Firestone, William A.; And Others
Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Attitude Change; Board of Education Policy; Counselor Attitudes; *Educational Policy; High Schools; *High School Students; Interviews; Policy Formation; School Attitudes; School Policy; School Role; *Secondary School Teachers; Student Attitudes; Student School Relationship; Teacher Attitudes; *Teacher Student Relationship; *Urban Schools
IDENTIFIERS- *Commitment; District of Columbia; Maryland (Baltimore); New Jersey (Newark); Pennsylvania (Philadelphia); Pennsylvania (Pittsburgh)

This report explores the commitment of students and teachers to the educational enterprise in ten urban comprehensive high schools in Baltimore (Maryland), Newark (New Jersey), Philadelphia (Pennsylvania), Pittsburgh (Pennsylvania), and Washington (District of Columbia). Data were analyzed from interviews conducted in each school with the principal, assistant principals, a counselor, teachers and department heads from a variety of departments, and a high- and low-achieving ninth or tenth grade and senior student. Additional interviews were conducted with central office staff in each city. Major variables explored include the following: (1) district characteristics; (2) school characteristics; (3) interactions among teachers and students; and (4) teacher and student commitment. Major findings include the following: (1) student and teacher commitment are closely interrelated; (2) factors which affect the commitment of both students and teachers include relevance, respect, support, expectations, and influence; and (3) each of these factors can be reflected in a series of programmatic and administrative actions at both the district and the school level. Recommendations for ways to adjust these school and district factors to build commitment are included. Illustrative material is included on nine figures. A list of references is also included. The appendices include the following: (1) a review of the related literature; (2) a list of interview questions; and (3) definitions of the variables examined. (FMW)

ED 303 561 UD 026 651

Freedman, Marc
Partners in Growth: Elder Mentors and At-Risk Youth.
Public/Private Ventures, Philadelphia, PA.
PUB DATE- 88
NOTE- 95p.
AVAILABLE FROM- Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106-2178.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Counselor Client Relationship; Delinquency; Delinquent Rehabilitation; Dropout Prevention; Dropout Programs; Early Parenthood; *Helping Relationship; *High Risk Students; Human Relations; *Intergenerational Programs; *Interpersonal Relationship; *Mentors; *Older Adults; Program Design; Secondary Education; Significant Others; Volunteers; Youth Programs
IDENTIFIERS- Foster Grandparent Program; Retired Persons

This study examines the relationships developed between elder mentors and at-risk youth in the following exemplary intergenerational programs: (1) IUE/The Work Connection (Saugus, Massachusetts); (2) Teen Moms (Portland, Maine); (3) School Volunteers for Boston (Massachusetts); (4) Teenage Parent Alternative Program (Lincoln Park, Michigan); and (5) Teaching-Learning Communities (TLC) Mentors Program (Ann Arbor, Michigan). Information was obtained from site visits, a conference, interviews with professionals in the field of adolescent development, a review of the literature on adolescent institutions, and a brief review of intergenerational programming. Summary findings include the following: (1) primary and secondary relationships between elders and youth will form in programs designed for that purpose; (2) primary relationships are characterized by attachments approximating kinship, while secondary relationships maintained more emotional distance; (3) both elders and youth cited benefits from the relationships; (4) the most effective elders were those who had not lived what would be considered "successful" lives; (5) intergenerational bonds form because of shared emotional needs; and (6) programs were most effective when elders were placed in nonprofessional roles, given on-going support, and contact was structured. The appendices include a directory of the programs studied, a list of reviewers and the experts interviewed, and a topic guide used in interviewing the older people. A 75-item list of references is also included. (FMW)

ED 303 465 SP 030 921

Brown, John L.; Greenberg, James D.
The University High School: An Early Intervention Collaboration "From Scratch".
PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); College Bound Students; *College Preparation; *College School Cooperation; High Schools; *High School Students; *Magnet Schools; *Minority Groups; Program Development; *Student Recruitment
IDENTIFIERS- Prince Georges County Public Schools (MD); University of Maryland

This paper presents a special case of collaboration involving the University of Maryland and the Prince George's County public schools. This program has created a magnet school with a college preparatory curriculum and an instructional program designed to meet the needs of college-bound minority high school students of all ability levels and backgrounds. The background and guiding perspectives on collaboration which motivated the efforts described in this case are delineated. A summary is given of the formal collaboration history of the current program. The first stage of collaborative field research interviews concerning suggestions and models for an effective college preparatory high school program are summarized, and an overview of the second stage of the collaboration is presented. Discussions are also offered on the activities, projects, and resources associated with the first year implementation of the University High School. Findings and conclusions concerning school system and university collaborative projects are presented. (JD)

ED 303 493 TM 012 712

O'Neal, Marcia R.; And Others
Factorial Validity of the Fennema-Sherman Mathematics Attitudes Scales.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Mathematics; Elementary School Students; Factor Analysis; Grade 5; Intermediate Grades; Learning Motivation; *Mathematics Anxiety; Rating Scales; *Student Attitudes; Success; *Test Validity
IDENTIFIERS- *Fennema Sherman Mathematics Attitudes Scales

The factorial validity of four of the nine Fennema-Sherman Mathematics Attitudes Scales (FSMASs) was examined for use in measuring fifth graders' interaction with a subject. The following four scales were assessed: (1) the Confidence in Learning Mathematics Scale; (2) the Attitude Toward Success in Mathematics Scale (ATSMS); (3) the Mathematics Anxiety Scale; and (4) the Effectance Motivation in Mathematics Scale (EMMS). Subjects included 59 males and 84 females (aged from 10 years 2 months to 13 years 9 months). Principal factor analysis was conducted to determine whether the 48 items of the four subscales measured the traits suggested by their placement on the scales. Three factors emerged from the analysis. The first was tentatively labelled mathematics anxiety or lack of confidence. The second was made up of items on the ATSMS, and the third included almost all of the items on the EMMS. For this fifth-grade population, two of the FSMASs appear to measure the expected traits, while the other two--confidence in learning mathematics and mathematics anxiety--appear to measure the same trait. (SLD)

ED 303 522 TM 012 797

Soh, Kay-cheng
Attitude towards Responsibility and Teacher Locus of Control: Predicting Teacher Stress and Attitudes. Research Paper ERU-2-88.
Institute of Education (Singapore).
REPORT NO.- ISBN-9971-953-17-X
PUB DATE- 28 Mar 88
NOTE- 23p.; For related document, see TM 012 796.
AVAILABLE FROM- Institute of Education, Singapore.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attribution Theory; Correlation; *Educational Attitudes; Educational Change; Elementary Secondary Education; Foreign Countries; *Locus of Control; Personality Traits; *Predictive Validity; Predictor Variables; Primary Education; Statistical Analysis; *Stress Variables; *Teacher Attitudes; Teacher Responsibility
IDENTIFIERS- Wilson Stress Profile for Teachers
The relationships between teachers' attitudes toward responsibility and locus of control and other characteristics such as stress, educational attitudes, and attitudes toward change were studied in 54 (35 female and 19 male) experienced primary and secondary school teachers taking a course on classroom-based research. Attitude toward responsibility and locus of control were determined with instruments adapted for this purpose. Teacher stress was measured by an adapted version of the Wilson Stress Profile for Teachers, and educational attitude and attitude toward change were measured by scales previously developed. Responsibility correlated with teacher stress in the predicted direction, and there were significant correlations with educational attitude and attitude toward change. Correlations between locus of control and the criterion measures were not as high as expected. Teacher locus of control was thus a weaker predictor of the criterion measures than was responsibility. These constructs of responsibility and perceived teacher efficacy showed concurrent and convergent validity through the configuration of correlations of the attitude measures. Two tables present study data, and two appendices contain the Responsibility and Teacher Locus of Control Scales. (SLD)

ED 303 549 UD 026 631

New York, The State of Learning: Statewide Profile of the Educational System. Statistical Profiles of Public School Districts. 1987-88 .

New York State Education Dept., Albany.

PUB DATE- 1 Jan 89
NOTE- 237p.; For statewide profile, see UD 026 630.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance Patterns; Dropouts; Elementary Secondary Education; Enrollment; Ethnic Groups; Expenditure per Student; Faculty Mobility; Minority Groups; Public Schools; Racial Differences; *School Demography; *School Districts; School District Size; School District Spending; *School Statistics; Scores; Sex Differences; *Standardized Tests; *Student Characteristics; *Teacher Characteristics; Teacher Qualifications; Teacher Salaries; Teacher Student Ratio
IDENTIFIERS- *New York; New York State Regents Examinations; Pupil Evaluation Program

This report presents individual statistical profiles of the school districts of New York State for 1987-88, displayed by racial/ethnic group and sex wherever available. Statistical data are presented on three tables. Table 1 covers the following: (1) Racial/Ethnic Distribution of Enrollment; (2) Annual Attendance Rate; (3) Participation Rate in Advanced Math and Science Courses; (4) Dropout Rate, Poverty Index, and Limited English Proficient Rate; and (5) Percentage of High School Graduates and Percentage Enrolling in College. Table 2 covers the following information about classroom teachers: (1) Pupil-Teacher Ratio; (2) Percent Minority; (3) Annual Turnover Rate; (4) Median Salary; (5) Certification Status and Average Years Experience; and (6) Expenditures Per Pupil and by Major Function (central administration, instruction, transportation, operations and maintenance, and other). Table 3 covers the results of the following tests: (1) Pupil Evaluation Program (PEP) Tests in reading, writing, and mathematics; (2) Social Studies Tests; (3) Preliminary Competency Test (PCT) in reading and writing; and (4) Regents Examinations in English, social studies, math, and biology. A glossary of terms is also included. (FMW)

Marchant, Gregory J.; Bowers, Norman D.
The Development and Uses of the Teaching Behaviors Questionnaire.
PUB DATE- Oct 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Likert Scales; *Measurement Techniques; Opinions; Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS- *Teaching Behaviors Questionnaire

The Teaching Behaviors Questionnaire (TBQ) was developed to inventory attitudes regarding research-based effective teaching behaviors. A ranking format was pilot tested before the final version, a Likert-type scale, was adopted. The final version of the instrument was pilot tested and used in two studies. A sample (N=500) containing teachers, principals, college eduction faculty members, and undergraduate education students displayed a normal distribution, and yielded an alpha of .76. Significant differences were established in both studies using the instrument. The instrument holds promise as the basis for further research, as well as a tool for program development for pre- and post-service teachers. The TBQ could provide teachers and student teachers with insight concerning their beliefs regarding effective teacher behaviors. With some caution the instrument could contribute to selection and screening efforts for teacher and principal candidates. A list of research-based "teacher should" statements as well examples of items from a ranking version and the final version of the TBQ are included as well as 23 references. (Author)

ED 303 479 TM 012 550

Woods, Paula A.; Sedlacek, William E.

Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88.

Maryland Univ., College Park. Counseling Center.
PUB DATE- 88
NOTE- 23p.; Text contains light, broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *Construct Validity; Coping; Factor Analysis; Higher Education; *Minority Groups; Predictor Variables; *Psychological Testing; *School Holding Power; Self Concept; *Stress Variables; *Test Validity
IDENTIFIERS- *Noncognitive Questionnaire

To supplement previous reliability and validity studies concerning the Noncognitive Questionnaire (NCQ), new NCQ items were written and assessed in relation to the original eight NCQ scales. The NCQ measures eight non-traditional or non-cognitive variables that relate to minority student retention--positive self-concept, realistic self-appraisal, understanding and dealing with racism, preferring long-range goals to short-term or immediate needs, availability of strong support person, successful leadership experience, demonstrated community service, and knowledge acquired in a field. As it has been reported that the original eight variables could be related to particular aspects of academic success among minority and non-traditional students, it was determined that stress-coping abilities might be correlated with the NCQ. The construct validity and congruent validity of the NCQ were further established by studying its correlation with the Perceived Stress Scale (PSS), a stress-coping measure, and correlating new and original NCQ items. The study involved administration of the NCQ and the PSS to 251 incoming 1987-88 freshmen attending summer orientation sessions at the University of Maryland (College Park). Data were analyzed via a principal components factor analysis, using squared multiple correlations as communality estimates, and varimax rotation of all factors with eigenvalues greater than one. Several original NCQ variables correlated highly with both new NCQ items and the stress questionnaire items. One table presents construct and congruent validity data for the NCQ and PSS. (TJH)

Davidson, Betty M.
The Case against Using Stepwise Research Methods.
PUB DATE- Nov 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Predictive Measurement; *Predictor Variables; Regression (Statistics); Researchers; *Research Methodology; Research Problems; *Statistical Analysis
IDENTIFIERS- *Stepwise Regression

Researchers sometimes use stepwise methods to eliminate variables from analyses when the variables do not appreciably improve the ability to explain or predict inferences about the importance of various predictor variables. It is argued that stepwise methods are usually not appropriate for these purposes for three reasons. First, some researchers interpret stepwise results in which a given number of predictor variables have been selected as indicating that the predictor variables are the best variables to use if the predictor variable set is limited to the size of the given predictors ("g"). Stepwise methods add the next most helpful predictor at each forward step; however, this is not the same as finding the best predictors for a predictor variable of size "g". Second, if two predictor variables are closely correlated, there is a strong probability that one of the variables will absorb the majority of the other variable's predictor variable, and therefore be excluded. Third, most researchers use the wrong degrees of freedom to evaluate stepwise regression results. Small data sets are used to illustrate the fallacies that can be produced by incorrect use of stepwise methods. Two figures show the interrelationships of variables. (SLD)

ED 303 536 UD 026 603

Summer Youth Job Program: Congressional Action Has Increased Emphasis on Remedial Education. Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, U.S. Senate.
REPORT NO.- GAO/HRD-88-118
PUB DATE- Sep 88
NOTE- 95p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies, free; thereafter, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Dropout Prevention; Dropout Programs; *Economically Disadvantaged; Educational Assessment; Federal Programs; High Risk Students; High School Students; Minority Groups; *Needs Assessment; Program Evaluation; Remedial Mathematics; *Remedial Programs; Remedial Reading; Secondary Education; *Summer Programs; *Work Experience Programs; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

Local summer programs funded under the Summer Youth Employment and Training Program have added assessment of educational deficiencies and remedial education to their work experience programs, but the number of disadvantaged youth served and the intensity of the programs varied greatly. Evaluation data were gathered by telephone interviews with officials of 200 Service Delivery Areas (SDAs) in 43 states and the District of Columbia. Principal findings include the following: (1) remedial education greatly increased; (2) needs assessments were generally adequate; (3) while remediation serves some school dropouts (four percent), it is targeted to younger in-school youth (43 percent were under 16 years old), with many from welfare households (34 percent); (4) while pre- and post-program test results indicated gains in skills, overall program effectiveness could not be determined; and (5) overall program reductions were significant but anticipated due to the cost of adding the remedial programs. Matters for Congressional consideration include the following: (1) program evaluation; (2) definition of the amount of remediation that must be provided; and (3) assurance that all participants who need remediation receive it. Statistical data are included on nine tables and 29 graphs. The appendices include the following: (1) a list of service delivery areas (SDAs) surveyed; (2) a technical description of survey and sampling methodology; (3) summaries of remedial education provided by nine SDAs; (4) data supporting figures in the report text; and (5) a list of major contributors to the report. (FMW)

ED 303 466 SP 030 923

Lamson, Sharon L.; And Others
Teacher Education for Future Generations: A Dynamic Process of Assessment and Evaluation.
PUB DATE- 21 Feb 89
NOTE- 44p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Higher Education; Long Range Planning; *Needs Assessment; Preservice Teacher Education; *Program Evaluation; *Program Implementation; Program Improvement; *Schools of Education; *Teacher Education Curriculum

In the spring of 1988, the Dean of the College of Education and Human Services at Central Missouri State University (CMSU) appointed a committee to focus on the assessment of teacher education. Since then the Teacher Education Assessment Committee (TEAC) has funtioned as a dynamic operation collaborating with all colleges on the CMSU campus. This paper reports on the first of year of activity by the TEAC--the goals of the Committee, its actions, and the way it functions. The TEAC is implementing a blueprint for program improvement and increased student learning which focuses on five academic points: (1) pre-admission; (2) mid-point; (3) entry into a major college; (4) post-major; and (5) post-graduation assessment. It is generally understood that the assessment program will include, in addition to academic programs, the university services and residential life, and that there will be surveys of student attitudes. Included in the appendices are some products generated by the TEAC. (JD)

TM

ED 303 494 TM 012 715

Gifford, Vernon D.; Dean, Margie McGowan

A Comparison of Differences in Extracurricular Activity Participation, Achievement, and Attitudes toward School of Public School Ninth Grade Students Attending Junior High School and Those Attending Senior High Schools in Mississippi.

PUB DATE- Nov 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Extracurricular Activities; *Grade 9; High School Freshmen; *High School Students; *Junior High School Students; Public Schools; School Organization; Secondary Education; Self Concept; *Student Attitudes; Student Participation; Student Placement
IDENTIFIERS- *Mississippi

Four operational null hypotheses were assessed in a study of ninth graders placed in junior high schools (grades 7 through 9) or senior high schools (grades 9 through 12). The hypotheses state that there would be no significant differences in: (1) the mean number of extracurricular activities (EAs) in which ninth graders participated, whether in junior or senior high school; (2) the overall academic achievement means of ninth graders in junior or senior high school; (3) the mean attitude toward self and school of both groups; and (4) the composite means between the two groups when EAs, achievement, and attitudes were considered together. Students in Mississippi from junior high (n=771) and senior high (n=825) ninth grades participated. Subjects responded to the Survey of Pupil Opinion (a measure of attitudes toward self and school), and completed questionnaires about EAs. Subjects in junior high schools participated in more EAs and achieved significantly higher grade point averages than did those at the senior high schools. There were no significant differences in attitudes toward self and school of the two groups. When all variables were considered together, there was a significant difference in favor of the junior high school ninth grade. Four tables present study data. (SLD)

ED 303 523 TM 012 810

Thompson, Bruce
Finding a Correction for the Sampling Error in Multivariate Measures of Relationship: A Monte Carlo Study.
PUB DATE- 15 Oct 88
NOTE- 43p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; *Correlation; *Error of Measurement; *Monte Carlo Methods; *Multivariate Analysis; Sampling; Statistical Analysis; Statistical Bias
IDENTIFIERS- Canonical Redundancy Statistic; *Correction for Sampling Error; *Sampling Error

Canonical correlation analysis is a powerful statistical method subsuming other parametric significance tests as special cases, and which can often best honor the complex reality to which most researchers wish to generalize. However, it has been suggested that the canonical correlation coefficient is positively biased. A Monte Carlo study involving 1,000 random samples from each of 64 different population matrices was conducted to investigate bias in both canonical correlation and redundancy coefficients, and to provide an empirical basis for isolating an appropriate correction formula. Results indicate that the Wherry correction, first suggested for use with the multiple correlation coefficient, provides a reasonable correction that is sensitive to those factors most affecting bias. The results also indicate that canonical results are not as positively biased as some researchers have believed, especially if sample size is at least 10 subjects per variable or effect sizes are moderate or large. (Thirteen tables and three appendices present study data, and a 39-item list of references is provided.) (Author)

ED 303 550 UD 026 633

Williams, Michael R.
Neighborhood Organizing for Urban School Reform.
REPORT NO.- ISBN-0-8077-2930-2
PUB DATE- 89
NOTE- 182p.
AVAILABLE FROM- Teachers College Press, P.O. Box 939, Wolfeboro, NH 03894-0939 ($14.95, paperback; $27.95, hard cover, ISBN-0-8077-2931-0; add $1.75 for shipping).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Activism; Black Organizations; Case Studies; Community Attitudes; *Community Organizations; *Educational Change; Educational History; Educational Improvement; Elementary Secondary Education; Ghettos; Low Income Groups; Neighborhoods; *Neighborhood Schools; *Organizational Effectiveness; Parent Participation; Parent School Relationship; Public Schools; Racial Bias; *School Community Relationship; Urban Environment; *Urban Schools
IDENTIFIERS- Reform Efforts

This book analyzes how community-based organizations in low income urban neighborhoods can promote reform of their local public schools. Chapter 1, "Reassessing the Declining Urban Neighborhood," discusses the sources of urban decline in terms of a structural relationship between "haves" and "have-nots." Chapter 2, "Reassessing Victimhood," explores residents' attitudes toward schools. Chapter 3, "The Failures of Inner-City Public Schools," is a brief analysis of the complexity of the schooling process, which obscures the operation of institutional racism and class prejudice. Chapter 4, "The Limits of Popular Reform Movements," compares and contrasts several recently proposed models of school reform. Chapter 5, "Forerunners of Citizen Influence in Education," and Chapter 6, "The Liberal Legacy of Citizen Participation in Education," form a historical review of citizen participation in schools over the past 150 years. Chapter 7, "Multi-Issue Neighborhood Organizations," examines the contemporary neighborhood organization. Chapter 8, "Exploring Organizational Linkages Between Neighborhood and School," critically explores theoretical linking mechanisms. Chapter 9, "Lessons from Case Studies of Organizing," draws common lessons from case studies of school reform. Chapter 10, "Mounting the Campaign to Improve the Neighborhood School," provides a specific set of suggestions and considerations for neighborhood organizations to improve their local schools. Footnotes, a list of about 200 references, and an index are also included. (FMW)

ED 303 562 UD 026 654

Reece, Gary T.; Alvarez, Frank R.
What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative.
New Jersey State Dept. of Education, Trenton.
PUB DATE- 88
NOTE- 28p.; Paper presented at the Annual Convention of the American Educational Research Association (New Orleans, LA, April 6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Improvement; Pilot Projects; *Program Design; Program Evaluation; Program Implementation; School Districts; School Effectiveness; State Departments of Education; *State School District Relationship; *Statewide Planning; Student Problems; *Urban Schools
IDENTIFIERS- New Jersey; New Jersey (East Orange); *New Jersey (Trenton); *Operation School Renewal NJ; School Renewal

This paper presents the State of New Jersey Board of Education's evaluation of the Operation School Renewal (OSR) Program, a multi-year assistance program involving the urban school districts of Trenton, East Orange, and Neptune Township (New Jersey). Goals included the following: (1) attendance improvement; (2) reduction of disruptive pupil behavior; (3) improvement in pupils' basic skills proficiencies; (4) increasing youth employment through vocational education; and (5) strengthening principals' effectiveness. Part I: New Jersey's Plan discusses the OSR's background, and outlines and describes the general plan, including the following: (1) planning assumptions/expectations; (2) selection process/criteria; (3) organizational features; (4) planning/implementation; (5) evaluation; and (6) funding. Part II: Implementing Operation School Renewal discusses the planning process, and the following key components of state assistance to the Trenton district: were the following: (1) the School Renewal Team; (2) special external assistance; (3) Principals' Training Institutes; and (4) an electronic monthly reporting system. Part III: What We See discusses the State Board of Education's evaluation of OSR in Trenton (New Jersey) in the following areas: (1) assumptions and expectations; (2) goal-based action planning; (3) organization and support structure; (4) financial assistance; and (5) interim results. Part IV: The Future, discusses plans for urban school improvement incorporating the best features of OSR and other pilot projects. (FMW)

ED 303 451 SP 030 877

Kelley, Dennie R.; And Others
A Contrast/Comparison of Needs Assessment and Curricular Evaluation for Management Careers in Athletics and Intramurals.
PUB DATE- 7 Apr 88
NOTE- 23p.; Paper presented at the Research Section of The American Alliance for Health, Physical Education, Recreation and Dance (Kansas City, MO, April, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Athletics; *Career Choice; Curriculum Evaluation; Employment Opportunities; Labor Market; Leadership Qualities; *Needs Assessment

This study compares intramural/sport club personnel with collegiate/athletic personnel in terms of characteristics of prospective employees, traits for on the job success, and specific course requirements for each. The significance of this research is that it provides a basis for planning curricula, utilizing empirical evidence of the needs of professional sport managers and programs in athletics and intramurals. The study focuses on the relative degree of importance of: (1) specific criteria for hiring sport management personnel and for on the job success; (2) types of management/leadership tasks; (3) educational background; and (4) specific certifications. The program evaluation of the two groups would indicate the amounts of and/or degree of importance of: (1) previous job-related experiences, practica, and internships; (2) management/leadership related courses; and (3) emphasis on program areas within the curriculum. Attention is also given to the diversity in types of management positions and salary ranges. (JD)

ED 303 480 TM 012 551

Abler, Rose M.; And Others

University Counseling Center Trainees' Perceptions of Their Training Experience. Research Report No. 8-88.

Maryland Univ., College Park. Counseling Center.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; *Counselor Training; Evaluation Methods; *Graduate Students; *Guidance Centers; Higher Education; *School Counseling; State Universities; *Student Attitudes; Supervision

Ninety percent of trainees at a counseling center at a large eastern university were administered a 24-item questionnaire in the spring of 1987 to determine their feelings about assessment, supervision, and administrative procedures at the center. The subject pool included 37 persons. Questionnaires were completed anonymously. The majority of the trainees (72%) were working on doctorates, 55% in counseling psychology, and 17% in clinical psychology. The remaining 28% of the respondents were masters students in community counseling and counseling and personnel services. The great majority of trainees (94%) were carrying between two and three client hours per week. Overall, the trainees reported being quite satisfied with the administrative procedures at the center as well as the supervision they received. Physical space limitations constituted an area of dissatisfaction among the trainees. Most trainees indicated that they wanted more training in assessment techniques. (TJH)

ED 303 508 TM 012 758

Marsh, Robert
An Effect of Unstructured Evaluation on Academic Integrity.
PUB DATE- Nov 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cheating; *College Students; *Difficulty Level; Evaluation Methods; Higher Education; History Instruction; *Integrity; Teacher Made Tests; *Testing Problems
IDENTIFIERS- *Honesty; *Take Home Tests

An attempt was made to determine whether student honesty is affected by a take-home test, referred to as an unstructured evaluation. A group of 27 students in a history class at a university was given a teacher-made take-home test as a mid-term examination. A second group of 27 students was given the same examination in class. Unknown to the students, the tests were identical. One week later, a surprise objective test was given to both groups in class on the same material. A questionnaire accompanied this test, asking students how much effort they had spent preparing for the original test and how much they would have spent had they prepared for the other type of test. The group given the in-class test performed significantly better on the surprise test, although the take-home test group had higher scores on the original test. Members of the take-home test group said that they would have studied more had they prepared for an in-class test. It is concluded that student dishonesty accounts both for the poorer scores on the second test, indicative of less preparation, and the higher scores on the original test. Some students in the take-home test group probably did cheat and did not adequately learn the subject matter. (SLD)

ED 303 467 TM 012 090

Siskind, Theresa G.
The Basic Skills Assessment Program, Spring 1987. Annual Report No. 87-24.
Charleston County School District, SC. Office of Evaluation and Research.
PUB DATE- 2 Nov 87
NOTE- 189p.; Some tables may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; Elementary Education; *Elementary School Students; Ethnicity; Grade 1; Grade 2; Grade 3; Grade 6; Grade 8; Income; *Mathematics Achievement; *Minimum Competency Testing; *Reading Achievement; Scores; Sex Differences; Standardized Tests; *State Programs; Testing Programs; *Writing Evaluation
IDENTIFIERS- *Basic Skills Assessment Program; Charleston County School District SC

Information from the administration of the Basic Skills Assessment Program (BSAP) within the Charleston County (South Carolina) School District is presented. Tests are administered in the spring of each school year to students in grades 1, 2, 3, 6, and 8 as part of the BSAP. These tests have been administered statewide since 1981. BSAP tests were designed to assess student achievement in reading, mathematics, and writing. Reading and mathematics tests were administered in grades 1, 2, 3, 6, and 8; writing tests were administered in grades 6 and 8. Data are provided for 17,075 students administered the BSAP during the week of April 27 through May 1, 1987. Analyses presented in this report include: (1) district-wide results including the percentages of students meeting standards and median scale scores; (2) comparisons of district results with state results; (3) breakdowns of district test results by demographic characteristics of the students (including ethnicity, gender, and income); (4) historical results for the district and each school; and (5) percentages of district students mastering each BSAP objective and comparisons of district students answering each item correctly to students statewide answering each item correctly. Notably, second and third graders proved strong in reading and mathematics, while sixth and eighth graders performed relatively poorly in mathematics and eighth-grade students performed relatively poorly in writing. Fifteen tables and 10 figures are included, and eight appendices provide extensive tabulated data. (TJH)

ED 303 495 TM 012 719

White, William F.; Cass, Mike
Motivation of Middle School Students.
PUB DATE- Nov 88
NOTE- 4p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Factor Analysis; *Factor Structure; *Family Environment; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Middle Schools; Minority Groups; Rating Scales; *Student Motivation; Teacher Effectiveness; Test Validity
IDENTIFIERS- *My Education Scale

The factor structure of responses from 2,833 sixth, seventh, and eighth graders responding to a modified form of the My Education Scale (ME Scale) was examined. The scale measures factors related to school achievement. Students (52% from minority groups) in five middle schools completed the ME inventory. Responses were submitted to a principal components factor analysis. Three factors emerged from the rotation of the factor matrix. The first was identified as "my teacher"; the second was labeled "my self image"; and the third was labeled "classroom dynamics." The home environment factor, which on the basis of previous research was expected to contribute the highest amount of the cumulative proportion of variance, did not appear; this finding suggests that the ME Scale is limited in its use with middle school students. (SLD)

ED 303 524 TM 012 818

Falkenhainer, Brian; Rajamoney, Shankar
The Interdependencies of Theory Formation, Revision, and Experimentation.
Illinois Univ., Urbana. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- UIUCDCS-R-88-1439
PUB DATE- Jun 88
NOTE- 26p.
CONTRACT- N00014-85-K-0559
GRANT- N00014-86-K-0309
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Hypothesis Testing; Learning Processes; *Science Experiments; *Theories
IDENTIFIERS- Analogy; Empirical Learning; Empiricism; *Scientific Theories; *Theory Development

A set of general principles underlying theory formation, theory revision, and experimentation are described. The manner in which these techniques may be integrated to provide a unified and comprehensive treatment of scientific theory development is demonstrated. In particular, the means by which experimentation is used to empirically guide and verify the analogy-derived theory formation stage and by which analogy is used to initiate and focus experimentation-based theory revision is demonstrated. Furthermore, a general protocol for communication between theory formation and experimentation-based revision is outlined. Experimental queries using the protocol are motivated by empirical questions and requirements encountered during hypothesis generation and evaluation. Theoretical queries are motivated by the need for plausible hypotheses during experimentation-based theory revision. The usefulness and generality of the protocol is demonstrated by an implementation integrating two previously autonomous systems: (1) PHINEAS, which performs verification-based analogical learning; and (2) ADEPT, which performs experimentation-based theory revision. The application of this protocol is described for the discovery and revision of models for evaporation and osmosis. (TJH)

ED 303 537 UD 026 613

Chapter 1 in North Carolina, 1986-1987.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- Aug 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Delinquent Rehabilitation; Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; Inservice Teacher Education; Mathematics Instruction; Parent Participation; Pretests Posttests; Program Budgeting; Program Effectiveness; *Program Evaluation; Racial Composition; Reading Improvement; School Districts; Staff Development; Student Characteristics
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *North Carolina

This report reviews Chapter 1 programs in North Carolina during 1986-87. Data are provided on the following topics: (1) program administration; (2) Chapter 1 programs in local education agencies; (3) program participants; (4) instruction; (5) staff; (6) expenditures; (7) training; (8) parent involvement; (9) student achievement; (10) evaluation results; (11) Chapter 1 programs for delinquent children; (12) general findings; and (13) recommendations. More than 113,500 North Carolina students were served by Chapter 1 in 1986-87. Comparison of pre- and post-test scores reveal that these participants measurably increased their skills in reading and mathematics. Data are presented on over 26 figures. Photographs illustrate the text. (BJV)

ED 303 563 UD 026 660

McAdoo, Harriette Pipes
Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Women's Bureau (DOL), Washington, D.C.
PUB DATE- Mar 88
NOTE- 34p.; This paper was originally presented at the Economic Condition of Black Women Conference (Wellesley, Massachusetts, March 1988).
AVAILABLE FROM- Center for Research on Women, Wellesley College, Wellesley, MA 02181.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Employment; *Black Family; *Black Mothers; Black Population Trends; *Black Stereotypes; Demography; *Family Characteristics; Family Financial Resources; Family Relationship; *Family Structure; *Females; One Parent Family; *Parent Role; Racial Differences; Social Science Research

IDENTIFIERS- Feminization of Poverty

This paper attempts to dispel stereotypes about black family structures through an examination of the impact of demographic trends on black women. Topics covered include the following: (1) the structure of black families from the arrival of black slaves in North America through the 1950's; (2) the impact that the historical structure and prevailing myths have had on the roles of black women; (3) the modifications in the family structure that have occurred over the last three decades; and (4) the implications of these changes on the lives of black women. Trends examined include the following: (1) sex ratio of black males to black females; (2) marital status; (3) changes in marital status; (4) disrupted marriages; (5) black marriage modifications; (6) living arrangements of black children; (7) median income and poverty; (8) children born to unwed mothers; (9) economic status of black males; (10) single parent status; and (11) stress in women. Statistical data are included on three tables and four graphs. A list of 27 references is also included. (FMW)

ED 303 452 SP 030 879

Ayers, Jerry B.

A Fifteen Year Look at Beginning Teachers.

PUB DATE- Feb 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Graduate Surveys; Higher Education; Longitudinal Studies; *Program Evaluation; Teacher Attitudes; *Teacher Characteristics; *Teacher Education Programs; Teacher Effectiveness; *Teacher Evaluation

This study summarizes and compares the first year graduates of the bachelor's level teacher preparation programs of Tennessee Technological University (TTU) for the past 15 years. The purpose of the study was to: (1) evaluate the objectives of the teacher education programs of TTU; (2) provide information for the faculty and administrators to help in making decisions pertinent to curriculum evaluation and development; and (3) aid in the process of making long-range plans for improving the total program. Information was obtained from four sources: (1) graduates of the teacher education programs; (2) their supervisors; (3) their students; and (4) independent observers. Data were collected over as many as five years on selected groups of graduates. A comparison summary of data is displayed in tables for the first, fifth, ninth, thirteenth, and fifteenth years of the project. Based on the results of the study, some trends were evident: (1) teachers have become more authoritarian; (2) mean scores on college entrance examinations have decreased and exit examination scores have increased; (3) grade point averages have increased; (4) ratings of the teacher education program appear to reflect current crises or concerns; and (5) mean performance ratings have increased slightly. (JD)

ED 303 481 TM 012 565

Perkins, Kyle; Duncan, Ann

An Internal Construct Validation Study of the "Iowa Tests of Basic Skills" (Level 12, Form G) Reading Comprehension Test Items.

PUB DATE- 87

NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Construct Validity; Elementary School Students; Functional Reading; Generalization; *Grade 6; Inferences; Intermediate Grades; *Reading Comprehension; Reading Skills; Reading Tests; Test Items; *Test Validity
IDENTIFIERS- *Internal Validity; *Iowa Tests of Basic Skills

An assessment analysis was performed to determine whether sets of items designed to measure three different subskills of reading comprehension of the Iowa Tests of Basic Skills (ITBSs) did, in fact, distinguish among these subskills. The three major skills objectives were: (1) facts; (2) generalizations; and (3) inferences. Data from administration of the ITBSs to 82 sixth-graders in the Carterville (Illinois) Grade School were analyzed. The reading comprehension test was divided for the purpose of analysis into: (1) 17 items assessing facts; (2) 22 items assessing generalizations; and (3) 17 items assessing inferences. Internal construct validity was calculated with a procedure developed by G. H. Henning (1987). Results suggest that, for this sample, the reading comprehension items did not have robust coefficients of internal construct validity. Only 17 of the 56 items exhibited internal construct validity when compared with two criterion measures. Students' strengths and weaknesses in the different comprehension skills could not be determined, because there was a lack of items demonstrating robust discrimination among these three reading comprehension skills. It is concluded that school systems mandated to show that their reading instructional programs effect mastery in different reading comprehension skills will have a difficult task of offering empirical proof if the ITBSs are used to elicit the test data. Six tables contain study data and an appendix lists skills objectives. (SLD)

ED 303 509 TM 012 760

Head, L. Quinn; Knight, Carol Bugg
The Effects of Trait Anxiety on State Anxiety and Perception of Test Difficulty for Undergraduates Administered High and Low Difficulty Tests.
PUB DATE- Nov 88

NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; *Difficulty Level; Higher Education; Personality Traits; *Student Attitudes; *Test Anxiety; Testing Problems; Test Items; *Undergraduate Students
IDENTIFIERS- *State Anxiety; State Trait Anxiety Inventory (O Neal); Test Anxiety Inventory (Spielberger); *Trait Anxiety

The effects of trait anxiety (stable anxiety resulting from personality characteristics pre-disposing an individual to anxiety) and test difficulty on state anxiety (transitory anxiety resulting from situations regarded as difficult or dangerous) and test difficulty perception of 25 undergraduates were studied. The Test Anxiety Inventory was used to assess trait anxiety, an Educational Psychology Recognition Test was used to assess test difficulty, a modified version of the State-Trait Anxiety Inventory was used to assess state anxiety, and the Test Perception Inventory was used to assess perception of test difficulty. The correlated t-test and analysis of variance design were used in analyzing the data. Results indicate that: (1) higher trait anxiety students experienced higher state anxiety than did their low anxiety peers, regardless of test difficulty; (2) perceptual differences of test difficulty for the trait anxiety groups were not significant for high or low difficulty tests; and (3) perceptual difference of test difficulty between the high and low difficulty tests were significant for the high and low trait anxiety groups, but not for the medium trait anxiety group. (Author/SLD)

ED 303 551 UD 026 635

Hearing on H.R. 2246, Jobs for Employable Dependent Individuals "JEDI." Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- 100-69

PUB DATE- 20 Apr 88
NOTE- 43p.; Serial No. 100-69.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economically Disadvantaged; *Employment Opportunities; Federal Legislation; Federal Programs; Federal State Relationship; *Job Placement; *Job Training; Low Income Groups; Poverty Programs; Unemployment; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils; *Proposed Legislation

This hearing reviews testimony concerning H.R. 2246, the Jobs for Employable Dependent Individuals Act (JEDI). JEDI is a voluntary program whereby states receive additional funds to fight the problem of chronic welfare dependency and poverty. The bill would require the existing Job Training Partnership Act (JTPA) to target job training efforts at long-term and potentially long-term welfare recipients. States that participate would get bonuses from the federal welfare savings for placing long-term welfare recipients in unsubsidized jobs and helping them stay employed for either one, two, or three years. Testimony was presented by three expert witnesses, including representatives of the Private Industry Councils (PIC) of Philadelphia (Pennsylvania) and Toledo (Ohio), and the deputy secretary of human resources of the State of Virginia. Overall support for JEDI was expressed, but concerns included the following: (1) eligibility requirements; (2) incentive formulas; (3) health care benefits; (4) development of employment and training systems by the human services system that would compete with PIC and JTPA; (5) development of data collection systems; (6) funding for administrative costs; (7) availability of accurate cost information; (8) assurance that local organizations, PICs, and Service Delivery Areas would receive direct financial benefits; (9) sources of start-up funding; and (10) performance standards. (FMW)

ED 303 496 TM 012 721

Enger, John M.

Development, Validation, and Use of an Item Bank for Police Promotion Examinations.

PUB DATE- Nov 88
NOTE- 6p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Testing; *Item Banks; Job Skills; Law Enforcement; Multiple Choice Tests; Objective Tests; *Occupational Tests; Personnel Evaluation; *Police; Professional Development; *Promotion (Occupational); *Test Construction; Test Items; Test Validity
IDENTIFIERS- Arkansas

In Arkansas, in reaction to complaints about traditional methods of selection for promotion, the civil service commission has chosen to base promotions in the police department solely on scores on locally-developed objective tests. Items developed and loaded into a computerized test bank were selected from six areas of responsibility: (1) criminal code; (2) traffic laws; (3) criminal investigation procedures; (4) department policy and procedures; (5) supervision; and (6) administration. Items in the data bank were validated by four police captains. A 424-item test bank was constructed and validated for use for police promotion examinations. Examinations were constructed and administered to officers at each level. On the examination for promotion to sergeant, 38.5% of the patrolmen passed. For promotion to lieutenant, 33.3% of sergeants passed. For promotion to captain, 40% of the lieutenants passed. The initial reactions of officers was favorable. This flexible system allows tests to be generated as needed and to be updated as laws and policies change. An appendix lists the references used in construction of the item bank. (SLD)

ED 303 538   UD 026 615

Uyeki, Eugene S.
Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983.
Cleveland Scholarship Programs, Inc., OH.
SPONS. AGENCY- Cleveland Foundation, Ohio.
PUB DATE- Dec 88
NOTE- 21p.; Also sponsored by Picway Shoes.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Admissions Counseling; Black Students; College Admission; *College Graduates; *College Preparation; *Economically Disadvantaged; Females; High School Seniors; Males; Minority Groups; Postsecondary Education; Program Evaluation; *Racial Differences; Secondary Education; *Sex Differences; Statistical Analysis; *Student Financial Aid; Surveys; Urban Programs; Urban Schools; Whites
IDENTIFIERS- *Ohio (Cleveland)

A 20-year retrospective study indicates that the Cleveland Scholarship Program (CSP) has been significant in enabling lower income students to complete a college education at rates higher than those reported for the United States as a whole. CSP provides advisors who work individually with financially disadvantaged seniors in all Cleveland (Ohio) public high schools, and several suburban and Catholic high schools, providing motivation, information, and financial aid packaging. Students need not be in the top academic category. Data were analyzed from survey responses of 633 respondents who had been assisted by CSP and began postsecondary education during the period 1967-1983. Questionnaires had been sent to a random sample of 2,005 students from a pool of 8,205. Summary findings include the following: (1) more than three-quarters of the respondents completed college; (2) more than half were very satisfied with all types of CSP help; (3) older respondents were apt to have attained professional or managerial status in their occupations, and currently live outside the central city; (4) males were apt to have finished college, and be employed in professional occupations; (5) females were apt to have been born and live currently in the central city, and attended college in Ohio; (6) blacks were more apt to have attended four-year colleges, and have been born, work, and live currently in the central city; (7) whites were apt to have enrolled in post-graduate education; (8) respondents from lower income families were apt to have graduated from central city high schools, and completed higher education. Statistical data are included on three tables. (FMW)

ED 303 453 SP 030 880

Vollmer, Marian L.; Creek, Roy J.
Measurement of Student Perceptions of Teaching Competencies.
PUB DATE- 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Elementary Secondary Education; *Laboratory Schools; *Master Teachers; *Student Evaluation of Teacher Performance; *Student Teachers; Teacher Student Relationship; Teaching Experience

This study, conducted at a laboratory school connected with the University of Pittsburgh, examined student perceptions of teaching competencies of both master teachers and intern teacher trainees. The trainees were graduate students participating in a Master of Arts in Teaching degree program. Two primary classrooms (comprised of a multi-aged grouping of first and second grade students) assessed the competencies of the master teachers as well as the trainees. The Student Perception Instrument of the Teacher Performance Assessment Instruments assessed two areas: (1) competencies in classroom procedures; and (2) competencies in interpersonal skills. The results supported the conclusion that primary aged students do not discern the gradation of teaching competencies of novice and master teachers. It is suggested that perceptions of young children may not be reliable for the evaluation of teaching competencies. (JD)

ED 303 468 TM 012 094

Siskind, Theresa G.
The Cognitive Skills Assessment Battery Administered to First Grade and Kindergarten Pupils, Fall 1987. Annual Report No. 87-28.
Charleston County School District, SC. Office of Evaluation and Research.

PUB DATE- 11 Dec 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Failure; Annual Reports; *Cognitive Tests; Disabilities; Elementary School Students; Ethnicity; *Grade 1; Income; *Kindergarten Children; *Primary Education; *School Readiness; Sex Differences; Standardized Tests; State Programs; Testing Programs
IDENTIFIERS- Basic Skills Assessment Program; *Charleston County School District SC; *Cognitive Skills Assessment Battery

Results from the fall 1987 administration of the Cognitive Skills Assessment Battery (CSAB) to 3,203 kindergarten and 4,415 first-grade students within the Charleston County (South Carolina) School District are presented. The CSAB is an individually administered readiness test that comprises a hybrid of aptitude tests, diagnostic tests, and achievement tests. The CSAB measures readiness for first grade prior to movement to that level, assesses 12 of 18 statewide kindergarten objectives as part of the Basic Skills Assessment Program, provides detailed instructional information about each student's performance on each objective tested, and measures some previous learning. The CSAB requires 20-30 minutes for administration to each child. It is not a paper-and-pencil test; rather, it is composed of orally-administered items to which the child usually responds by pointing to pictures, manipulating objects, and answering questions orally. This report presents: (1) district-wide results for both grade levels; (2) comparisons of district results with state results for first graders; (3) breakdowns of the district's first-grade results by demographic characteristics of the students (including gender, ethnicity, handicapped status, repeater status, income, and kindergarten experience); (4) historical results for district first graders for 1985, 1986, and 1987; and (5) percentages of district first grade and kindergarten students scoring ready, borderline, and not ready on each CSAB objective for 1985, 1986, and 1987. District CSAB data demonstrate an increase in readiness levels among entering first graders; although, readiness scores between 1985 and 1987 have remained relatively constant for the district and state. The greatest relative increases from kindergarten to grade 1 appeared for ordering and fine motor skills; however, objectives analysis for these two grades show a leveling effect. (TJH)

ED 303 482 TM 012 579

Siri, Carmen
Evaluation Manual for CIP Courses: Objectives and Implementation Procedures.
International Potato Center, Lima (Peru).
PUB DATE- 86
NOTE- 54p.; Some text on colored pages.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Vocational Education; *Agricultural Education; *Curriculum Evaluation; *Developing Nations; Foreign Countries; Formative Evaluation; *Human Resources; *International Programs; Labor Education
IDENTIFIERS- Human Resources Development Program; *International Potato Center (Peru); Peru (Lima)

This manual has been designed to guide courses on potato production sponsored by the International Potato Center (CIP) in Lima (Peru). It describes the CIP Course Evaluation System that is presently used and provides guidelines on how to use feedback more effectively for improving training. CIP evaluations are largely formative. The CIP focuses on training individuals from developing countries in the areas of research and potato production skills, in an effort toward human resource development. As each course is different, the course organizer should adapt the evaluation system to address the needs of the specific course. This manual has been planned for use by course organizers who have had little or no formal training in course evaluation; it is designed for use as a training module. The sections contain basic information on the system and the objectives and implementation procedures for each component. A guide on how to use the manual and to determine which sections should be emphasized is provided. The manual also incorporates its own evaluation in the form of a pretest-posttest for use in assessing understanding of the manual. The CIP evaluation system has been developed in the Training and Communications Department during the past five years. Criteria for developing multiple-choice, open-ended, and practice questions; instructions to participants; pre- and posttest summary sheets; continued activity evaluation forms; a final questionnaire; and a posttest of the manual are appended. (TJH)

ED 303 510 TM 012 762

Keckley, Denzil E.
Social-Technical Theory and Elementary Schools: An Exploratory Study.
PUB DATE- Nov 88
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; *Educational Technology; Elementary Education; *Elementary Schools; Elementary School Teachers; Evaluation Methods; Organizational Effectiveness; *Organizational Theories; *School Organization; Theory Practice Relationship
IDENTIFIERS- Alabama; *Organizational Technology; *Perrow Technology Construct; Sociotechnical Management Theory

The potential usefulness of C. Perrow's (1967) social-technical approach to describing elementary schools is described. This approach is based on the organizational technology and proposed relationships among social, structural, and personnel dimensions of organizations. Perrow's formulation of technology contains two dimensions: (1) analyzability--the number of exceptional cases encountered and the nature of the search process in dealing with them; and (2) variability--the variability of the raw materials and the extent to which the materials can be handled in a standardized manner. Patterns of relationships with technologies include two structural variables: (1) coordination; and (2) influence. Regular full-time elementary school teachers (n=272) in 23 northern Alabama schools completed questionnaires classifying their schools by patterns of variability and analyzability. When schools were grouped by technology, four levels became apparent. Evidence indicates that the complexity that is associated with job involvement, motivation, meaningfulness of work, and satisfaction was limited to task variability and not strongly associated with cognitive complexity. Three figures conclude the document. (SLD)

ED 303 525 TM 012 822

Nelson, Orville; And Others

Corrections Education Evaluation System Model.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
PUB DATE- Jul 88
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Vocational Education; *Competency Based Education; *Correctional Education; *Database Management Systems; *Educational Assessment; *Program Evaluation; Site Analysis
IDENTIFIERS- Wisconsin Department of Public Instruction

The purpose of this project was to develop an evaluation system for the competency-based vocational program developed by Wisconsin's Division of Corrections, Department of Public Instruction (DPI), and the Vocational, Technical, and Adult Education System (VTAE). Site visits were conducted at five correctional institutions in March and April of 1988. These visits gave project staff a firsthand view of the educational program and constraints vocational educators encountered within their correctional institutions. This experience also helped to identify the type of information generated by teaching activities, tests, and other assessments. A search of holdings of the ERIC (Educational Research Information Center) database identified a variety of documents for review. Members of the Interagency Steering Committee and colleagues at the University of Wisconsin-Stout suggested additional references. Site visits confirmed the following: (1) the viability of the vocational program in the correctional system; (2) the importance of the program's data management system in program administration; and (3) the need to articulate the evaluation system with those used by DPI and the VTAE system to evaluate their vocational programs. The evaluation system questionnaires and ancillary materials are appended. (TJH)

ED 303 564 UD 026 661

Drover, G.; Hulchanski, J. D.
Future Directions for Urban Social Planning in Canada. U.B.C. Planning Papers: Discussion Papers #11.
British Columbia Univ., Vancouver. School of Community and Regional Planning.
PUB DATE- Apr 87
NOTE- 23p.
AVAILABLE FROM- Centre for Human Settlements, The University of British Columbia, 2206 East Mall, Vancouver, British Columbia, V6T 1W5, Canada ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Participation; *Economic Factors; Models; Population Trends; *Social Planning; *Social Systems; Urban Demography; Urban Improvement; *Urban Planning; Urban Population; Welfare Services
IDENTIFIERS- *Alternative Conceptions; *Canada; United States

This report outlines alternative directions for urban social planning in Canada, taking into account the growth of the welfare state, alternative economic developments, and urban demographic trends. Based on a theory of increasing social convergence/diversity between the United States and Canada, a proactive model of planning is recommended. Urban demographic and household trends that are considered in planning include the following: (1) growth of the proportion of elderly people within a relatively stable population base; (2) increase in the multicultural composition of neighborhoods; and (3) deinstitutionalization and return to community life of many physically, mentally, and emotionally impaired people. Planning must also include the loss of an urban labor pool as the mobile unemployed move to new locations in search of jobs; and the immobile chronically unemployed, who require social services. Alternative models discussed include the following: (1) proactive; (2) reactive; and (3) conversational. A list of 29 references is included. (FMW)

Jones, J. Reid; And Others
School District Variables as Predictors of Mathematics Achievement.

SPONS. AGENCY- Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
PUB DATE- 88
NOTE- 27p.
AVAILABLE FROM- J. Reid Jones, P.O. Box 3115, Delta State University, Cleveland, MS 38733.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Elementary Secondary Education; Formative Evaluation; *Mathematics Achievement; Mathematics Curriculum; Mathematics Skills; *Predictor Variables; Problem Solving; *Profiles; School Demography; *School Districts; Scores; *Test Results
IDENTIFIERS- *Mississippi

Progress in mathematics was evaluated for Mississippi, using data from all 154 school districts in the state. Focus was on determining the demographic context for mathematics achievement in Mississippi. Data from the 1986-87 District Profile Sheets compiled by the State Department of Education were analyzed. The Basic Skills Assessment Program tests in grades 3, 5, 8, and 11 and the Functional Literacy Examinations served as the dependent variables in this study. Summary statistics were obtained for 68 variables, including information on the county of residence, demographic and economic information on the school district, and average test scores of the district. Correlational and regression analyses indicated that economic factors and the educational environment of the district were the best predictors of mathematics achievement. The greatest difficulties in basic mathematics skills were: (1) computational skills beyond whole numbers in the elementary grades; (2) problem solving in the secondary grades; and (3) metric conversions in the elementary grades. The results for Mississippi were similar to, but somewhat lower than, those reported in the fourth National Assessment of Educational Progress. It is contended that Mississippi is fortunate to have tests keyed to the specific objectives in the state curriculum, making evaluation easier to conduct and more specific. Specific plans for progress can be developed from the determination of district variables associated with weakness or strength in mathematics. Five tables present study data. Objectives and an analysis of district profile sheets are appended. (SLD)

ED 303 552 UD 026 636

Alegria, Margarita; And Others
The Well-Being of Recently Divorced Puerto Rican Women.
PUB DATE- 28 Aug 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Divorce; *Economic Status; Educational Attainment; Employment Level; *Females; *Individual Characteristics; Industrialization; Job Satisfaction; Mothers; Parent Role; Psychological Patterns; *Puerto Ricans; Self Concept; Sex Role; Stress Variables; *Well Being
IDENTIFIERS- *Puerto Rico

Puerto Rico, although Hispanic, Roman Catholic, and conservative about women's role, has one of the highest divorce rates in the world. Puerto Rico's divorce rate has increased substantially since the process of industrialization began. This study analyzed 300 Puerto Rican women divorced between July 1980 and May 1981. Findings indicate that they are young, have completed more years of education than their ex-husbands, and have surpassed the mean educational attainment for the general population. Of the women, 65.5 percent lived in urban areas, 73 percent were heads of households, and 80 percent had from one to three children. The fact that 51% of these women are participating in the labor force and that they occupy higher positions in the work structure than their ex-husbands contradicts the findings of earlier studies. A higher educational and employment status appears to be associated with better psychological well-being. High levels of home stress, job stress, and role overload seem to be associated with lower levels of psychological well-being in the women. By contrast, the greater the income satisfaction reported by the divorced woman, the more enhanced her psychological well-being. Despite the stresses and changes that divorce entails, 75 percent of the women said that they would repeat the experience if the circumstances were repeated. Data are presented on six tables and figures. An 11-item list of references is included. (BJV)

ED 303 454 SP 030 888

Kontiainen, Seppo
Integrating Information in Conceptual Models. Use of an Information Structure in Building Conceptual Models for Behavioural Studies. Research Bulletin 70.
Helsinki Univ., (Finland). Dept. of Teacher Education.
REPORT NO.- ISBN-951-45-4881-7
PUB DATE- 89
NOTE- 70p.
AVAILABLE FROM- Department of Education, University of Helsinki, Bulevardi 18, SF-00120 Helsinki, Finland.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; Educational Planning; *Educational Theories; Evaluation Methods; Foreign Countries; *Holistic Approach; *Information Systems; Models; *Systems Analysis

This study intoduces a strategy for analysing different kinds of phenomena by building "information structures" for analysing how parts make a whole in complex systems. The strategy introduced may be of use when there is a need to understand complex systems or situations; e.g., in various studies of adult education when education is seen as closely related to individual and environmental issues. The paper introduces some areas of research where this approach could be applied; in conceptual analysis, theory building and research design, analyses of change, historical studies, decision making, innovative studies, and in educational planning and assessment. Data from an earlier study on supervisory behavior in teacher training as assessed by student teachers is used to give an example of how to build an information structure and how to use this information in building conceptual models for general and individual descriptions of a behavior. An example is also given of how to apply an information structure called Dynamic Concept Analysis in studies of change. (JD)

ED 303 526 TM 012 824

Hunter, Vincent Curtis
Academic Achievement and Self Attitudes: A Longitudinal Study with Background Controlled.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Higher Education; High School Graduates; *Longitudinal Studies; Multiple Regression Analysis; *Self Esteem; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- *National Longitudinal Study High School Class 1972

Data from the National Longitudinal Study of the Class of 1972 were analyzed to determine the relationship between student achievement and self-attitudes. Indices of background and repeated measures of achievement and self-attitudes are available for 1972, 1973, 1974, and 1976 on 4,628 subjects as they moved through their undergraduate years. To isolate the achievement/attitude relationship, a two-stage controlled-entry hierarchical multiple regression equation was generated for each of the 4 years. With achievement as the criterion variable, background variables were entered as the first stage and attitudes as the second stage. The increments of change in the squared multiple correlations from the first stage to the second stage for each of the 4 years indicated that the achievement/attitude relationship sustains over time with shared variance percentages in the 1.20 to 1.67 range after background is controlled. (TJH)

UD

ED 303 539 UD 026 616

Bossone, Richard M., Ed.; Polishook, Irwin H., Ed.
School/College/Business Partnerships. Proceedings: The Conference of the University/Urban Schools National Task Force (10th, Santa Barbara, California, November 4-5, 1988).
City Univ. of New York, N.Y. Graduate School and Univ. Center.
PUB DATE- 89
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Business Responsibility; College Faculty; College Role; *Cooperative Programs; Educational Change; *Educational Improvement; Elementary Secondary Education; Equal Education; Higher Education; Philanthropic Foundations; Public Schools; Racial Integration; *School Business Relationship; *School Community Relationship; *Urban Education
IDENTIFIERS- *Collaboratives; Partnerships

The participants in this conference were in virtual agreement that improvement in urban public education is largely dependent on economic and racial equity and that schools, colleges, and businesses must unite through collaborative projects to ensure this improvement. Papers presented were the following: (1) Businessman: "Private Sector Support for Public Education" (W. S. Woodside), with reactions from W. J. Hume, W. C. Selover, and W. C. Steere, Jr.; (2) School Chancellor: "Partnerships: Reinvestment in Urban Communities" (R. R. Green), with reactions from R. W. Clark, P. D. Houston, and M. W. Prophet; (3) College President: "School/College Faculty Alliances: The Critical Connection" (C. L. Gaudiani), with reactions from L. M. Goldstein, D. W. Hopkins, and H. M. Proshansky; (4) Foundation Director: "Appropriate Involvement: Private Grantmaking and School Reform" (E. R. Wilson), with reactions from A. S. Alexander, P. C. Hutchinson, and P. M. Ostergard; (5) Examples of Partnerships: "Successful Educational Partnerships in America" (T. L. Gross), with reactions from S. R. Aiello, W. Carlson, and F. P. Wilbur; and (6) Evaluations of Partnerships: "School/Business Partnerships: Summary of Findings from Two Research Projects" (T. Smith), with reactions from M. Levine, R. J. Shavelson, and M. D. Usdan. A summation by D. Mann concluded the proceedings. A list of conference participants is included. (FMW)

ED 303 565 UD 026 662

Hulchanski, J. D.
Who Are the Homeless? What Is Homelessness? The Politics of Defining an Emerging Policy Issue. U.B.C. Planning Papers: Discussion Papers #10.
British Columbia Univ., Vancouver. School of Community and Regional Planning.

PUB DATE- Apr 87
NOTE- 26p.
AVAILABLE FROM- Centre for Human Settlements, The University of British Columbia, 2206 East Mall, Vancouver, British Columbia, V6T 1W5, Canada ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- City Government; Cross Cultural Studies; Definitions; Economically Disadvantaged; Federal Government; Foreign Countries; *Homeless People; Housing Needs; *Policy Formation; *Political Influences; Political Issues; Poverty; *Public Policy; Social Problems; Social Science Research; *Urban Problems; Urban Studies; Welfare Agencies
IDENTIFIERS- *Canada; *Ontario (Toronto); United States

Homelessness has emerged on the public agenda of economically advanced nations but not all such issues become recognized as "legitimate" social problems. National politicians and policymakers have an interest in defining the problem narrowly in order to avoid response and implied criticism of existing policies and institutions. Local officials and social agencies prefer a broader definition in order to obtain resources for policy and program implementation. This paper examines the progress of homelessness as a social issue in Canada. Chapter 1, "The Politics of Defining a 'New' Social Problem," discusses how politics, not the "objective reality" of homelessness, determines its status on the public agenda. Chapter 2, "Two National Governments: The U.S. and Canada," compares the debate over the definition of homelessness in the two countries, and demonstrates the extent to which the governments are attempting to narrow that definition. Chapter 3, "Local Initiatives: Three Examples from Toronto," reviews the following recent studies by local government and social agencies in Toronto (Ontario): (1) Metro Toronto's Study of the Homeless; (2) The Social Planning Council of Metro Toronto; and (3) The Single Displaced Persons Project. Chapter 4, "The Future of Homelessness as a Social Problem," discusses the following common themes in the definition of homelessness: (1) national scope; (2) long-term duration; (3) complex, multidimensional nature; and (4) the need for political commitment. A list of 43 references is included. (FMW)

ED 303 469 TM 012 131

Elementary School Achievement Profiles. Portland Public Schools. A School-by-School Report of Basic Skills Test Results and School/Student/Staff Data: School Year 1986-87.

Portland Public Schools, OR. Dept. of Research, Evaluation, and Testing.

PUB DATE- Aug 87

NOTE- 188p.; For 1985-86 report, see ED 285 888.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Achievement Gains; *Achievement Tests; Attendance; *Elementary Schools; Elementary Secondary Education; Enrollment; Institutional Characteristics; Language Usage; Mathematics Achievement; Middle Schools; *Profiles; Reading Achievement; School Demography; *School Statistics; *Scores; Special Education; Statistical Analysis; *Test Results

IDENTIFIERS- *Portland Basic Skills Achievement Levels Testing

This report contains Portland Achievement Levels Tests results for 61 elementary schools, 18 middle schools, and one special program school in the Portland School District for the 1986-87 school year. Twelve different grade-level configurations are represented, from pre-kindergarten to grade 12. Tests are designed to be administered in accordance with the level of performance of each student, meaning that different students in the same grade take tests for different levels of ability. The various levels produce scores related to a common scale; these are reported as Portland Standard Scores and Rasch Unit Scores--measures of relative and absolute achievement, respectively. Testing results are included with descriptive data about the school, students, and staff. These data include enrollment and attendance figures, details about the faculty, and information about numbers of students in special programs. Data for a total of 35,585 students are reported in this summary. Tests were given in reading, mathematics, and language usage. Data for each school are listed separately, in table and graph forms, to compare scores from fall 1986 to spring 1987. (SLD)

ED 303 483 TM 012 618

Tracey, Terence J.; Sedlacek, William E.
Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 88

NOTE- 26p.; A version of this paper was presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *College Freshmen; Comparative Analysis; *Construct Validity; *Factor Structure; Goodness of Fit; Higher Education; Psychological Testing; Racial Differences; Self Concept; *Test Reliability; *White Students
IDENTIFIERS- Confirmatory Factor Analysis; *Noncognitive Questionnaire

In an effort to improve the reliability of the Noncognitive Questionnaire (NCQ), the instrument was revised and the revision's reliability and validity were examined examined with black and white college freshmen. The NCQ measures eight non-traditional or non-cognitive variables that relate to minority student retention. The revised NCQ is composed of 67 items; 38 Likert type items were added to the NCQ to create the revised form. Initially, the fit of the revised NCQ to eight hypothesized constructs was examined using confirmatory factor analysis on a sample of 101 black students. It was found that the revised instrument adequately represented the data. Tests of the invariance of the factor structure obtained on the initial black samples compared to a second black sample of 97 students and a sample of 202 white students revealed that the factor structure held across samples. It was concluded that the revised instrument was content valid and that the scales were stable and invariant across race. Five data tables are presented. (TJH)

ED 303 511 TM 012 763

George, G. Yvetta; Schaer, Barbara B.
Another Look at Second Graders Occupational Choices: Five Years Later.
PUB DATE- Nov 88
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Elementary School Students; *Grade 2; Primary Education; Sex Differences; *Sex Stereotypes; Socioeconomic Status; *Student Attitudes; Vocational Interests

The occupational choices of second graders were studied, 5 years after some initial studies had determined the sex stereotyped nature of their choices. The sample of 266 male and 226 female second graders included children from upper and lower socioeconomic strata. Children were asked what they wanted to be when they grew up and had to indicate their preferences among 17 job categories. Teaching was the choice of 77 children. Homemaker was an unpopular choice, with only one male choosing that career. Students, especially males, still selected sex stereotyped careers, although females selected a wider variety of jobs than did those in 1983 or 1971. More males chose police officer and firefighter, while more females chose careers in teaching, nursing, and entertaining. The most androgynous choices were lawyer, doctor, and service jobs. Two tables present the children's responses. (SLD)

ED 303 553 UD 026 638

Lake, Sara
Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2.
California League Middle Schools, Sacramento, CA.
PUB DATE- Nov 88

NOTE- 19p.
AVAILABLE FROM- California League of Middle Schools, 1107 Ninth Street, Suite 150, Sacramento, CA 95814 ($4.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Grouping; Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; *Equal Education; Grouping (Instructional Purposes); *Heterogeneous Grouping; *Middle Schools; Minority Group Children; School Resegregation; *Track System (Education)
IDENTIFIERS- *Middle School Students

Cooperative learning and heterogeneous ability grouping meet many of the goals of middle grade education while avoiding the discriminatory effects of tracking and homogeneous grouping. Poor and minority students are overrepresented in lower track classes, and are, therefore, more likely to be denied equal access to education. Arguments in favor of tracking and ability grouping include the following: (1) students learn better; (2) slower students do not have to compete with their brighter peers; (3) placement is accurate and fair; and (4) teachers find heterogeneous groups are easier to teach. Arguments against tracking and ability grouping include the following: (1) no group of students has been found to benefit consistently; (2) isolation from better students does not help the academic self-concept of those placed in lower ability groups or tracks; (3) standardized placement tests are not objective since they are designed to serve the needs of the tracking system; and (4) the more experience that teachers gain with heterogeneous grouping, the better they like it. Tracking and ability grouping have also been found to be a major force for resegregation of supposedly integrated schools. Cooperative learning is the most frequently recommended model for mixed ability grouping. Implementation of heterogeneously grouped classroom techniques requires inservice training for teachers and administrative support. Thirty-four footnotes are included. (FMW)

ED 303 455 SP 030 892

Blair, Susan M.; Bercik, Janet T.
Teacher Induction: A Survey of Experienced Teachers.
PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Counselor Training; Elementary Education; *Mentors; Professional Services; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

A pilot study for a large scale survey and case study to be conducted in the Chicago, Illinois area asked experienced teachers their perceptions of the process of teacher induction in their districts and ways to improve it. Twenty-six New Jersey elementary school teachers responded to an open-ended questionnaire and semi-structured interviews. Most of the respondents agreed that the assignment of a mentor or support teacher was a major priority. In response to the question of a first priority for orienting new teachers, a majority of the experienced teachers felt that helping beginners with classroom management and discipline was the first priority. This was followed closely by explaining the school curriculum, especially in the instructional programs in reading and mathematics. The need for some formal training for mentor teachers emerged as an important conclusion. (JD)

ED 303 498 TM 012 731

McLean, James E.; And Others

What Role Does Formal Education Play in the IQ-Age Relationship across the Adult Life-Span?

PUB DATE- Nov 88
NOTE- 49p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Adults; *Age Differences; Age Groups; Aging (Individuals); *Educational Attainment; *Intelligence; Intelligence Quotient; Multiple Regression Analysis; Verbal Ability
IDENTIFIERS- Life Span; *Wechsler Adult Intelligence Scale (Revised)

Age differences in intellect as reflected by performance on the Wechsler Adult Intelligence Scale (Revised) (WAIS-R) were evaluated for persons aged 20 to 74 years. Educational attainment levels were held constant. The WAIS-R sample included 1,480 men and women in the following seven age groups--20-24 years (n=250), 25-34 years (n=250), 35-44 years (n=250), 45-54 years (n=250), 55-64 years (n=160), 65-69 years (n=160), and 70-74 years (n=160). The 25-34 year age group served as the target sample for this study; the mean scores for adults in each educational category, within each age group, were weighted to match the educational distribution of ages 25-34 years. After weighting for education, the decline in verbal intelligence quotient (IQ) from age to age disappeared. However, declines across the 20-74 year range remained for performance IQ and full scale IQ, even after controlling for education. These results were also obtained using multiple regression techniques. The impact of education on each of the 11 subtests was also evaluated; the results were interpreted as supportive of J. L. Horn's fluid-crystallized explanation of changes in intelligence with advancing age. Seven data tables and 14 graphs are included. (TJH)

ED 303 540 UD 026 617

Zaslavsky, Claudia
Integrating Mathematics with the Study of Cultural Traditions.

PUB DATE- 31 Jul 88
NOTE- 10p.; Paper presented at the International Conference on Mathematical Education (6th, Budapest, Hungary, July 27-August 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- African Culture; American Indian Culture; Black Students; *Cultural Background; Elementary School Curriculum; Elementary School Students; Elementary Secondary Education; Ethnic Groups; Foreign Culture; *Mathematics Curriculum; *Mathematics Instruction; Middle Schools; *Minority Group Children; *Multicultural Education; *Relevance (Education)

The educational failure of ethnic minority children in the industrialized countries has persuaded some educators of the need to incorporate multicultural perspectives into the mathematics curriculum. All societies have developed mathematical practices appropriate to their daily lives and cultures, an area of mathematics known as "ethnomathematics." Benefits of incorporating students' cultural background into the mathematics program include the following: (1) increased self-esteem on the part of language minority children; (2) increased interest when instruction is related to daily life; and (3) appreciation of different ways of thinking. Impediments to combining multicultural aspects with the mathematics curriculum include the following: (1) lack of materials, (2) inadequate teacher training; (3) stereotypic views of what constitutes a "proper" curriculum; and (4) overemphasis on student performance on standardized tests. A list of 11 references and an illustration of an African sand drawing are also included. (FMW)

ED 303 470 TM 012 213

Dockrell, W. Bryan
Achievement, Assessment and Reporting. Selected Essays. SCRE Publication No. 97.
Scottish Council for Research in Education.
REPORT NO.- ISBN-0-947833-23-4
PUB DATE- 88
NOTE- 70p.
AVAILABLE FROM- The Scottish Council for Research, 15 St. John Street, Edinburgh EH8 8JR Scotland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Research; *Cross Cultural Studies; *Educational Assessment; Educational Policy; *Elementary Secondary Education; *Essays; *Foreign Countries; Graduation Requirements; Intelligence Tests; National Surveys; Personality Assessment; Policy Formation; Student Attitudes;

Student Certification; Student Evaluation
IDENTIFIERS- Dockrell (W Bryan)

Five essays selected from 70 papers and books spanning 30 years in the publishing life of W. Bryan Dockrell are presented. The essays concentrate on three themes within the field of educational evaluation--attainment, assessment, and reporting. Perspectives and practices in different countries are provided. The essays include: (1) "The Contribution of National Surveys of Achievement to Policy Formation"; (2) "On Intelligence"; (3) "Assessment in the Classroom"; (4) "Reporting Assessments of Pupils' Attitudes and Personality"; and (5) "Certifying School Graduates." (TJH)

Campbell, Donald T.

Assessing the Impact of Planned Social Change. Occasional Paper Series, #8.

Western Michigan Univ., Kalamazoo. Evaluation Center.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Russell Sage Foundation, New York, N.Y.
PUB DATE- Dec 76
NOTE- 74p.; A version of this paper was presented at a Conference on Social Psychology (Visegrad, Hungary, May 5-10, 1974). Reprint from "Social Research and Public Policies" (G. M. Lyons, Ed., 1975).
GRANT- SOC-7103704-03
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Evaluation Methods; Evaluation Problems; *Evaluation Research; Program Effectiveness; *Program Evaluation; *Research Methodology; Research Problems; *Social Change; Statistical Analysis

Program impact methodology--usually referred to as evaluation research--is described as it is developing in the United States. Several problems face the field of evaluation research. First, those issues grouped as "meta-scientific" include: (1) the distinction between qualitative and quantitative studies; (2) the separation of implementation and evaluation; (3) maximizing replication and criticism; and (4) evaluation research as normal rather than extraordinary science. Other problems are those of statistical issues. These include: (1) all problems related to the interrupted time-series design; (2) regression adjustments as substitutes for randomization; (3) problems with randomized experiments; (4) attrition and differential attrition; and (5) regression-discontinuity design. Political-methodological problems form a third major group of evaluation research problems, which include resistance to evaluation. It is contended that many new methodological problems will be apparent as the field moves from the laboratory into social problem evaluation. Three figures, seven graphs, and a 107-item list of references are provided. (SLD)

Suzuki, Bob H.

Cultural Diversity: Increasing Achievement through Equity.

PUB DATE- 7 Oct 87
NOTE- 10p.; Keynote address presented at the Los Angeles Multicultural Conference (Los Angeles, CA, October 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Bilingual Education; Compensatory Education; *Educationally Disadvantaged; Educational Opportunities; Elementary Secondary Education; *Equal Education; Ethnic Groups; *Minority Groups; *Multicultural Education; Socioeconomic Influences; Teacher Role; Urban Education

The socioeconomic future of the United States, and the State of California in particular, is linked to improving the educational achievement of its growing minority populations. Demographic trends and a fundamental shift in international trade will result in a national population that is one-third non-white by the year 2010, with a new emphasis on Asian culture. Minority students will comprise the majority in over 50 major cities throughout the country. Historically, public schools have responded to large waves of immigration with "Americanization" programs, whose goals were to quickly and forcibly assimilate the new arrivals into the mainstream of American life by imposing an Anglo-centric curriculum, punishing students for using non-English languages, and denigrating immigrant cultural traditions. Educational equity must be assured for minorities, especially Blacks and Hispanics, if the development of a two-tiered social system composed of a highly educated white upper class, and a permanent under class which is mostly non-white is to be avoided. Educational equity can be achieved if educators believe that disadvantaged minority students have the capability to learn, and understand the factors involved in successful multicultural education, including the following: (1) high expectations of achievement; (2) respect for learning in the school environment; (3) culturally diverse curriculum; (4) effective teaching methods; and (5) parent involvement. (FMW)

ED 303 566 UD 026 663

Oberlander, H. Peter; Fallick, Arthur L.
Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987.
British Columbia Univ., Vancouver. Centre for Human Settlements.
SPONS. AGENCY- Canada Mortgage and Housing Corp., Ottawa (Ontario).
REPORT NO.- ISBN-0-88865-345-X
PUB DATE- 88
NOTE- 153p.
AVAILABLE FROM- Centre for Human Settlements, The University of British Columbia, 2206 East Mall, Vancouver, British Columbia, V6T 1W5, Canada ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- City Government; Construction Programs; *Cooperative Programs; *Demonstration Programs; Economically Disadvantaged; Federal Government; Foreign Countries; *Homeless People; *Housing; Housing Needs; International Programs; Low Rent Housing; Nonprofit Organizations; Poverty Programs; Private Agencies; Program Descriptions; Public Policy; Rehabilitation; Social Services; State Government; *Urban Problems; Urban Programs
IDENTIFIERS- *Canada

This report presents descriptions of successful Canadian public and private programs to aid the homeless and alleviate homelessness as part of participation in the International Year of Shelter for the Homeless (IYSH). Part 1, "The International Year of Shelter for the Homeless," includes the following: (1) objectives; (2) global conditions of the IYSH; (2) sources of homelessness in Canada; (4) numerical estimates; and (5) profile of Canada's homeless. Part 2, "Canadian Initiatives during the International Year," includes a general discussion of regional initiatives, and a list of the names of and participants in 15 traditional volunteer programs. Part 3, "Selected Canadian Solutions," includes the criteria for selecting the demonstration programs, and 17 detailed program descriptions. Information provided for each program, in addition to its name, location, capacity, and geographic scale, includes the following: (1) purpose, duration, and the relevant combination of the six possible public and private partners; (2) type of initiative and principal objective; (3) the source of the homelessness addressed, the homeless groups targeted, and the type of solution demonstrated; and (4) lessons learned from preliminary evaluations. Part 4, "A Framework for Action beyond the International Year," discusses issues common to all programs of shelter for the poor and homeless. Black and white photographs and blueprints of the housing units for the various homeless groups accompany many of the descriptions. Line drawings portraying the homeless in their daily search for shelter, food, clothing and dignity of life are included. A copy of the proclamation of the Mayor of the City of Vancouver (British Columbia) declaring "Shelter for the Homeless Day" is also included. A list of 40 references and a 141-item bibliography are included. (FMW)

ED 303 456 SP 030 897

Bobbitt, Sharon A.
Moonlighting among Public School Teachers. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-119
PUB DATE- Dec 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports -

Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Multiple Employment; *Public School Teachers; *Teacher Characteristics; Teacher Salaries

This descriptive survey report analyzes data from a nationally representative sample of public school teachers. The first section of the report compares teachers who moonlight during the school year or who moonlight during the summer recess with, respectively, those teachers who do not moonlight during the school year or do not moonlight during the summer recess. Moonlighters are compared with non-moonlighters on a variety of measures, including demographic characteristics, educational background, teaching characteristics, time use, and salary. The survey reveals that moonlighters are more likely to be male, are somewhat younger, and have less full-time teaching experience than their non-moonlighting counterparts; secondary school teachers are more likely to moonlight than elementary school teachers; and while there is no salary difference between school-year moonlighting and non-moonlighting teachers, summer-recess moonlighters earn somewhat less under their primary contracts than summer-recess non-moonlighters. Data are presented in graphs and tables accompanied by narrative discussion. (JD)

ED 303 484 TM 012 629

Bandalos, Deborah, L.; Sedlacek, William E.
Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Asian Americans; Black Students; College Entrance Examinations; *College Students; *Grade Point Average; Higher Education; Multiple Regression Analysis; *Pharmaceutical Education; Predictive Measurement; *Predictor Variables; Racial Bias; *Racial Differences; Scores; Test Validity; White Students
IDENTIFIERS- *Pharmacy College Admission Test

Multiple regression analysis was used to examine scores on the Pharmacy College Admission Test (PCAT) and pre-pharmacy grade point averages (GPAs) as predictors of academic success in pharmacy school. Separate analyses were made for White (n=471), Black (n=54), and Asian (n=96) subgroups, as well as for the total sample of 643 students who entered the pharmacy school at a large eastern university between 1975 and 1986. The results indicate that the predictors differed significantly in importance for the three subgroups. In a separate analysis, the eight variables within the Noncognitive Questionnaire were examined with respect to their predictive power when included in an equation with pre-pharmacy GPA and PCAT total score. One of the non-cognitive variables--understanding and dealing with racism--significantly increased the overall R squared value. It should be noted that the sample size for this study was quite small, limiting both the validity and generalizability of the findings. The small sample size also undermined the attempt to distinguish results across racial groups for the non-cognitive variables. Implications for educators and admissions personnel are discussed. Two data tables provide demographic characteristics of the subjects and results of multiple regression analyses. (TJH)

ED 303 554 UD 026 639

Cherlin, Andrew J.
The Changing American Family and Public Policy.
Urban Inst., Washington, D.C.

REPORT NO.- ISBN-0-87766-421-8
PUB DATE- 88
NOTE- 263p.
AVAILABLE FROM- Urban Institute Press, 2100 M St., NW, 5th Floor, Washington, DC 20037 ($15.95, paper--ISBN-0-87766-421-8; $26.50, cloth--ISBN-0-87766-422-6).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Academic Achievement; Change Agents; Children; Employed Parents; *Family (Sociological Unit); Family Attitudes; *Family Environment; Family History; Family Planning; Family Programs; Family Role; Fathers; *Government Role; Group Dynamics; Health Conditions; Mothers; Parent Role; *Public Policy; Social Behavior; *Sociocultural Patterns; *Well Being
IDENTIFIERS- *Family Policy

This book brings a social science perspective to bear on family change and family policy; identifies the determinants of change; and analyzes the role that government has played and can play in affecting the course of family life. Trends are examined from the perspective of children, mothers, and fathers. The book is comprised of the following chapters (by the following authors): (1) "The Changing American Family and Public Policy" (Andrew J. Cherlin); (2) "Recent Trends in the Well-Being of Children in the United States and Their Implications for Public Policy" (Nicholas Zill and Carolyn C. Rogers); (3) "Family Change and Adolescent Well-Being: A Reexamination of U.S. Trends" (Frank F. Furstenberg, Jr. and Gretchen A. Condran); (4) "Toward a Family Policy: Changes in Mothers' Lives" (Cynthia Fuchs Epstein); (5) "Good Dads-Bad Dads: Two Faces of Fatherhood" (Frank F. Furstenberg, Jr.); and (6) "The Links between Government Policy and Family Structure: What Matters and What Doesn't" (Mary Jo Bane and Paul A. Jargowsky). Data are illustrated on 55 tables and figures. Each chapter includes a list of references. Information about the authors is appended. (BJV)

ED 303 499 TM 012 737

Sistrunk, Walter E.; Thomson, James R., Jr.
Actual and Preferred Supervisory Behaviors of Supervising Teachers as Measured by the Supervising Teacher Behavior Description Questionnaire, Form I (STBDQ).
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Attitude Measures; Higher Education; *Instructional Development; Student Teachers; *Student Teacher Supervisors; Teacher Attitudes; *Teacher Behavior; Teacher Education; Undergraduate Students
IDENTIFIERS- Mississippi State University; Ordinal Scales; *Supervisory Behavior Description Questionnaire

The perceptions of both supervising and student teachers were studied regarding the actual and preferred supervisory behaviors of selected supervising teachers. The Supervising Teacher Behavior Dsecription Questionnaire (STBDQ), Form 1, was administered to all student teachers at Mississippi State University as well as to each student teacher's principal supervising teacher in the spring of 1988. The STBDQ is an ordinal scale that yields a total score, three dimension (directive, collaborative, and non-directive) scores, and three subscale (instructional planning, instructional management, and instructional evaluation) scores. A total of 66 student teachers and 66 supervising teachers completed the STBDQ. Analysis of variance was the principal statistic used to analyze the data. Results indicate that the efforts of the State Department of Education and the University to standardize the practices of Mississippi teachers have been successful. However, standard instructional planning, management, and evaluation practices are no indication of either good or bad teaching. Rather, the results only indicate that students and supervising teachers perceive supervisory behavior in very similar ways and that they desire few, if any, changes in the behavior. These findings differ from those of earlier studies concerning the STBDQ. Thirteen data tables are provided. (TJH)

ED 303 528 UD 026 459

Bilotta, Cynthia, Ed.
Delivering Academic Excellence to Culturally Diverse Populations (Language Development through Math/Science Activities). Conference Proceedings (Saddle Brook, New Jersey, December 7-8, 1984).
Fairleigh Dickinson Univ., Teaneck, NY. Peter Sammartino Coll. of Education.
PUB DATE- Dec 84
NOTE- 60p.; The conference was sponsored by the Bilingual Education Skills and Training Center of the Peter Sammartino College of Education at Fairleigh Dickinson University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingual Education; *Curriculum Development; Educational Change; Elementary School Students; Elementary Secondary Education; *English (Second Language); English for Science and Technology; English Instruction; *Integrated Curriculum; Limited English Speaking; *Mathematics Curriculum; *Minority Groups; Outcomes of Education; Relevance (Education); *Science Curriculum; Secondary School Students; Urban Education

This document includes the proceedings of a conference that made the following points about American society now and in the future: (1) racial changes in demographics require preparing urban minority students for entrance into scientific and technological fields; (2) the science/mathematics education movement of the late 1950s into the 1970s has failed to prepare a scientifically literate labor pool; and (3) the efficiency of language instruction across all segments of society must be improved, but especially for students with limited English proficiency. The major conclusion of the conference is that science and mathematics instruction must be combined with English as a Second Language (ESL) instruction. Major presentations are the following: (1) "A Report That Changed History" (Milton S. Goldberg); (2) "Teacher Education and Language Development through Math and Science: New Jersey's Response" (Martin S. Friedman); and (3) "Science and Math: A Natural Context for Language Development" (Edward A. De Avila). Panel discussions were "Learning for the 21st Century" (Stanley Kluj), and "The Role of ESL Teacher in Reinforcing Language Development for Student Progress in Math or Science Classes" (Joyce Penfield). Concurrent sessions include the following plenary sessions: (1) "Using Learning Strategies to Understand Secondary Science Presentations" (Anna Uhl Chamot and J. Michael O'Malley); and (2) "Language Development in a Piagetian Beginning Arithmetic Program" (Constance Kamii); and the following concurrent sessions: (1) "A Review of Research on Learning Styles: Implications for the Development and Implementation of CAI for Bilingual Teacher Training" (Mary Farrell); (2) "Cooperative Learning: Grouping with a Twist" (Patricia Klagholz); (3) "Articulating Math, Science and Bilingual Teacher Training" (Annette Lopez and Mark O'Shea); (4) "Computer-Assisted Bilingual Math Instruction for Elementary Students" (Patricia Mullinex); and (5) "Booting Up: Broadening Computer Access to Hispanic High School Students" (Marietta Saravia-Shore). Two brief lists of related publications, and a list of presenters are included. (FMW)

ED 303 541 UD 026 618

Matiella, Ana Consuelo
Cultural Pride: Curriculum Unit. Latino Family Life Education Curriculum Series.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- ISBN-0-941816-67-2
PUB DATE- 88
NOTE- 161p.; For student workbook, see UD 026 619.
AVAILABLE FROM- Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; Cultural Background; Cultural Differences; Elementary Education; Ethnic Groups; *Ethnicity; Ethnic Studies; Family Life Education; *Folk Culture; Foreign Culture; Grade 5; Grade 6; Grade 7; Grade 8; *Hispanic American Culture; Hispanic Americans; Minority Group Children; Multilingual Materials; *Self Esteem; Spanish; Teaching Guides
IDENTIFIERS- *Latinos; *Multicultural Materials

This family life education teaching unit comprises 11 lessons whose primary purpose is to help Latino students, grades 5 through 8, identify cultural pride as a source of self-esteem. Student activities include the following: (1) describe how being part of a cultural group contributes to a sense of uniqueness; (2) identify cultural similarities and differences; (3) identify personal, familial and community qualities that contribute to cultural pride; (4) compare various ways culture is expressed in different kinds of settings; (5) explain how belonging to a cultural group contributes to one's sense of power and confidence; (6) describe how role models can enhance self-esteem; (7) explain how identification with a cultural group contributes to a sense of belonging; (8) define integration as it contrasts with assimilation; (9) explain the importance of accepting differences in a way to diminish prejudice and discrimination; and (10) identify ways to celebrate self through culture. Key components of each lesson include the following: (1) a Spanish "dicho" (proverb); (2) background and rationale; (3) teacher preparation; (4) time; (5) outline of activities; (6) procedure; (7) summary; (8) homework; and (9) student activity sheets. The appendices include the following: (1)

Historical and Ethnographic Profile of Latino or Hispanic Ethnic Groups in the United States; (2) Latino Presence in the United States: Demographic Trends and Family Life Issues; (3) student workbook features; (4) a Spanish word list; (5) a glossary of special terms; and (6) a list of 20 references. (FMW)

ED 303 457 SP 030 901

Birdwell, Lori A.
Teacher Attitudes toward Their Preparation Program and Their Profession.
Tennessee Technological Univ., Cookeville. Center for Techer Education Evaluation.
PUB DATE- Feb 89
NOTE- 35p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Elementary Secondary Education; Graduate Surveys; *Job Satisfaction; *Program Evaluation; *Teacher Attitudes; Teacher Characteristics; *Teacher Education Programs; Teaching Skills

The purpose of this study was to investigate the attitudes of graduates of the teacher education programs of Tennessee Technological University toward the teaching profession and the program they completed at the university. The study focused on the differences in attitudes between: (1) graduates who completed their degrees in 1973, 1978, 1983, and 1988; (2) those individuals who are not currently teaching with those who are teaching; and (3) those individuals who have completed the bachelor's, master's, or educational specialist's degree. The years chosen allowed making contact with individuals who have been out of school from 1 to 15 years. The total sample size was 1,410 with a response rate of 52 percent. Data collected by the survey are displayed in tables and are accompanied by narrative discussions of the responses. A summary of the major findings from data (both positive and negative) of all respondents includes a list of 27 conclusions. A copy of the questions that were discussed in this paper is appended. (JD)

ED 303 471 TM 012 376

Barrington, Gail V.; And Others
Project ABC: Advancement Based on Competency. 1982-1987 Summary Report.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.; Calgary Board of Education (Alberta).
PUB DATE- Dec 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Competence; *Competency Based Education; Core Curriculum; Credits; *Curriculum Evaluation; Foreign Countries; *High Schools; High School Students; Models; Secondary Education; *Student Promotion; Summative Evaluation; Time Factors (Learning)
IDENTIFIERS- Alberta (Calgary); Continuous Progress Education Project; *Project Advancement Based on Competency

Project Advancement Based on Competency (ABC) was a 5-year study funded jointly by the Alberta Department of Education and the Calgary Board of Education for the sum of $999,950. The study extended from 1982 to 1987, exploring alternatives to the Carnegie Unit in three senior high schools in Calgary. The Unit was established in 1907 to regulate the distribution of college pension funds, but quickly came to standardize the quality of high schools. Project ABC provided the three schools with the opportunity to remove the fixed time-credit relationship and to replace it with continuous progress based on individual competency. This study assessed student achievement, curriculum adherence, removal of time as a credit requirement, competency as the basis for awarding credit, considerations for provincial applications, and budget considerations. Three independent models evolved from the project: (1) the Department-based Model; (2) the Parallel Core Program Model; and (3) the School-wide Model. Student achievement overall was generally comparable to non-project student achievement within the Calgary Board of Education and the Province of Alberta. Few significant differences were identified. Provincial curriculum was adhered to in individualized instruction and continuous progress formats, and in some cases, it was found to be superior. Results suggest that the criterion of time can be removed and replaced by the criterion of demonstrated competency and that competency is an appropriate basis for advancement at both unit and course levels. Results of a 1932-40 study in the United States, analyzed during a literature review, indicated that personalized instruction and continuous progress are viable educational alternatives and should no longer be considered experimental. (TJH)

ED 303 513 TM 012 773

David, Carol

Evaluating the Mathematics Scores of Students Who Participate in a School Store.

PUB DATE- Nov 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computation; *Consumer Education; Economics Education; Elementary Education; *Elementary School Students; Longitudinal Studies; Mathematical Concepts; *Mathematics Achievement; Mathematics Tests; *Scores; Simulated Environment; *Student Participation
IDENTIFIERS- *Jefferson County Public Schools KY; Kentucky Essential Skills Test; *School Stores

Whether participation in a school store improved students' performance scores in economic knowledge and mathematics was analyzed. A small grocery store was provided in a classroom to assess the impact of participating in the school store program on the learning and behavior of students in one elementary school in the Jefferson County Public School system. Students received salaries for certain behaviors (i.e., attendance, homework and classwork completion, and appropriate school-related behavior). They were then able to use their earnings to purchase edible and non-edible items in the school store, and thus, applied their mathematical skills. The 43 subjects, in grades 1 to 3 at the study's onset, attended the school the year before the store was established (1984-85), and participated in it for 2 years (1985-86 and 1986-87). Data were assessed for the students as they moved from grades 1, 2, and 3 to grades 3, 4, and 5, respectively. Achievement was measured with the Kentucky Essential Skills Test (KEST), using computation, concepts and applications, and total scores. For the 3 years studied, the school store had little or no positive impact on the students' mathematics achievement, and there were also no clear trends in comparing the mean scores of these students and others in the school district. No evidence was found for a positive impact of the store on the students' mathematics achievement. Three data tables are provided. (SLD)

ED 303 485 TM 012 678

Bellott, Fred K.; And Others
Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas.
Memphis State Univ., Tenn.
SPONS. AGENCY- Arkansas State Board of Vocational Education, Little Rock.
PUB DATE- Nov 88
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Validity; *Cutting Scores; Elementary Secondary Education; Job Analysis; *Minimum Competency Testing; *Public School Teachers; Special Education; *Teacher Certification; *Test Validity
IDENTIFIERS- Arkansas; Panel Studies; Review Panels; *Specialty Area Tests (Educational Testing Service); *Standard Setting; Teacher Competency Testing

This study was conducted to: (1) determine the validity of five Educational Testing Service (ETS) tests as measures of the knowledge and academic skills required for specific endorsements of professional public school personnel in Arkansas; and (2) formulate recommendations on minimum qualifying scores for tests that are valid to use for endorsements in Arkansas. Focus was on the potential use of the ETS tests for endorsing teacher certification rather than for selecting personnel for employment. The functions performed in the review of the ETS tests were conceptualized as panel activities. Separate panels reviewed content, job relevance, and knowledge estimation functions for each of the tests. Data were collected at a 1-day meeting of all panels at Hot Springs (Arkansas) on April 28, 1988. A total of 84 panel members reviewed the five ETS tests--Teaching Hearing Impaired, Teaching Visually Impaired, Special Education, Health Education, and Marketing and Distributive Education. In addition, a 14-member standards committee was responsible for deciding test validity for use in initial certification and endorsement and developing recommendations on minimum qualifying scores. It is recommended that: (1) January 1, 1989, be established as the effective date for implementation of the minimum qualifying score requirements in specialized areas in which the ETS tests would be used; and (2) results of use of the five tests be monitored during the first 2 years of program implementation. Nine data tables are provided. (TJH)

ED 303 555 UD 026 640

Sue, Stanley; Abe, Jennifer
Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11.
College Entrance Examination Board, New York, N.Y.

PUB DATE- 88
NOTE- 18p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Asian Americans; Chinese Americans; Ethnicity; Filipino Americans; *Grade Point Average; Japanese Americans; Korean Americans; Language Fluency; Majors (Students); Mathematics Achievement; Mathematics Tests; Multivariate Analysis; *Predictor Variables; Regression (Statistics); Sex Differences; *Standardized Tests; Verbal Tests; *White Students
IDENTIFIERS- *Asian American Students; East Indians; English Composition Test; Pakistanis; Scholastic Aptitude Test; University of California

This study examined the following predictors of academic success for 4,113 Asian American students and 1,000 White students who enrolled as freshmen on any of the eight University of California campuses during fall 1984: (1) high school grade point average (GPA); (2) Scholastic Aptitude Test (SAT)--verbal score; (3) SAT--mathematical score; (4) English Composition Test score; and (5) Level I or Level II Mathematics Test score. These predictors were measured against the following variables: (1) ethnicity; (2) major; (3) language spoken; and (4) gender. Among the findings were the following: (1) high school GPA and SAT or Achievement Test scores can, to a moderate degree, predict university freshman grades of Asian American and White students; (2) for both Asian Americans and Whites, the best single predictor is the high school GPA; (3) for Asian American students, but not for White students, mathematics scores are a better predictor than are verbal scores--this ethnic difference persisted regardless of academic major or English proficiency; (4) no major sex differences were found; (5) the various Asian American groups showed some differences in the regression equations; and (6) the White regression equation underpredicted the performance of Chinese, other Asians, and Asian Americans who said that English was not their best language, and overpredicted those of Filipinos, Japanese, and Asian Americans for whom English was the best language. Data are presented on 13 tables. A 37-item list of references is included. (BJV)

ED 303 567 UD 026 664

Espenshade, Thomas J.
Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Foundation, Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.
PUB DATE- Jun 88

NOTE- 79p.; This paper was prepared as part of The Urban Institute's larger project, "Study of the Impact of Immigration in California." Revision of paper presented at the meeting of the Southwest Symposium on U.S. Population Policy" (The Woodlands, TX, October 22-24, 1987).
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Economic Climate; *Economic Development; Economic Factors; Economic Research; Employment Opportunities; Employment Patterns; *Employment Problems; Employment Projections; Employment Statistics; Federal Legislation; Foreign Countries; Immigrants; *Labor Demands; Labor Economics; Labor Force Development; Labor Market; *Labor Needs; *Labor Supply; Poverty Areas
IDENTIFIERS- *Caribbean Region; *Latin America
This paper examines the economic push factors encouraging migration from the Caribbean Basin to the United States, as part of an assessment of the effectiveness of the Immigration Reform and Control Act of 1986. The basic assumption is that much of the migration is motivated by a desire to improve economic circumstances, and that the nonavailability of jobs in the native country is the key to the strength of this motivation. The growing imbalance between labor supply and labor demand in the Caribbean Basin is examined, utilizing alternative assumptions about how rapidly labor demand is likely to increase in the future. The implications of rising unemployment for migratory pressure are then discussed. The jobs that would have to be created, in addition to those expected to be generated by the continuation of present policies in order to achieve a variety of postulated job targets, as well as the projected costs of creating these additional jobs, are estimated. The major conclusion is that long-term solutions to the problem of rising joblessness in the Caribbean must focus on continued fertility reduction and on accelerated efforts towards economic development. Statistical data are included on 18 graphs, 3 tables, and a map. The appendix consists of 15 tables of labor projections and cost estimates. A list of 48 references and a 25-item bibliography of related titles on the impact of immigration in California are also included. (FMW)

ED 303 500 TM 012 741

Keith, Marcia J.
Stimulated Recall and Teachers' Thought Processes: A Critical Review of the Methodology and an Alternative Perspective.

PUB DATE- Nov 88
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Audiotape Recordings; Classification; *Classroom Observation Techniques; *Cognitive Processes; Decision Making; Elementary Secondary Education; Higher Education; Interviews; Literature Reviews; *Recall (Psychology); Research Methodology; *Teachers; *Videotape Recordings

"Stimulated recall" is a generic term used to identify a variety of interviewing techniques designed to provide access to teachers' thoughts during interactive teaching. The methods usually involve audio or videotape recordings of classroom activities, whereby teachers are to "recall" what they were thinking at the actual time of the taping by means of the cues or stimuli provided in the tape. A critical review of the uses of these methodologies by researchers was undertaken. It is concluded that the verbal reports received through stimulated recall are of questionable validity when identified as interactive thoughts or decision-making. The interests of research may be better served if these data are considered retrospective reports of teachers' professional craft knowledge. It also seems that verbal reports of reflection on knowing-in-action might be encouraged through unstructured interviews during the viewing of the videotape, rather than through the use of a schedule of questions. Related to this, the verbal directions given by the researcher prior to viewing ought to be general. Finally, two analytic techniques are suggested that provide the researcher with means of approaching verbal report data that are consonant with the view of the data as professional craft knowledge (i.e., teacher coding of the data into categories selected and named by the teacher, and analysis of the metaphoric language used during the interview). (TJH)

ED 303 542 UD 026 619

Matiella, Ana Consuelo
Cultural Pride: Student Workbook. Latino Family Life Education Curriculum Series.
REPORT NO.- ISBN-0-941816-68-0
PUB DATE- 88
NOTE- 92p.; For curriculum unit, see UD 026 618.
AVAILABLE FROM- Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cultural Awareness; Cultural Background; Cultural Differences; Elementary Education; Ethnic Groups; *Ethnicity; Ethnic Studies; Family Life Education; *Folk Culture; Foreign Culture; Grade 5; Grade 6; Grade 7; Grade 8; *Hispanic American Culture; Hispanic Americans; Minority Group Children; Multilingual Materials; *Self Esteem; Spanish; Workbooks
IDENTIFIERS- *Latinos; *Multicultural Materials

This student workbook is comprised of 11 lessons to help Latino students, grades 5 through 8, develop self-esteem through cultural pride. Each lesson begins with an illustration that reflects the content of the lesson, and an introductory page. The introductory page includes the following: (1) a "dicho," a proverb or saying used to pass on cultural values in Latino families; (2) a summary of the lesson; and (3) the "Sabes Que?," an additional small bit of information that will strengthen the student's perception of Latino diversity and accomplishment. All the material necessary to complete the lesson is included, including the following: (1) stories; (2) "cuentos," legends or stories that are passed on from generation to generation; (3) vignettes; (4) student activity sheets; and (5) blank note pages. A map of Latinos in the United States is also included. The Appendices include the following: (1) a list of "dichos"; (2) in-depth narrations of three celebrations, "El Dia de Los Tres Reyes Magos," "Nuestra Senora de Guadalupe," and "Dia de Los Muertos"; (3) a Spanish word list; and (4) a glossary of special terms. (FMW)

ED 303 458 SP 030 906

Report of the Tennessee Task Force on the Supply of Minority Teachers.

Tennessee State Dept. of Education, Nashville.

PUB DATE- Jun 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Teachers; *Career Choice; Financial Support; Higher Education; Minority Group Teachers; State Aid; *Student Recruitment; *Teacher Education Programs; *Teacher Shortage; Teacher Supply and Demand

Recommendations by the Tennessee Task Force on the Supply of Minority Teachers address the issue of student entry into teacher education. A five-year plan of action includes the following recommendations: (1) support collaboration of the Tennessee Education Association and the Tennessee Department of Education in revitalizing Future Teacher/Young Educator Clubs and in the initiation of a mentoring program for minority students entitled "Partnership to Assist Student Success"; (2) establish Teacher Cadet programs in high schools; (3) provide matching grant programs in support of teacher education projects designed to attract post-high school minority graduates of four-year institutions who work in fields other than education; (4) initiate a Teaching Fellows Service Award Program for talented minority students; (5) develop in institutions of higher education programs, curriculum strategies, and practices that enable minority students to enter teacher education and successfully complete requirements for admission to the profession; (6) create a teacher job bank to facilitate responding to the demands of a competitive market for qualified teachers; and (7) institute annual reports to the State Board of Education on supply and demand for teachers, including information on the supply of minority teachers. The benefits and implementation of each recommendation are outlined. (JD)

ED 303 472 TM 012 443

Appenzellar, Anne B.; Kelley, H. Paul

Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987.

Texas Univ., Austin. Measurement and Evaluation Center.
REPORT NO.- RB-88-2
PUB DATE- Aug 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Administration Education; College Credits; College Freshmen; *Computer Science Education; *Cutting Scores; Data Processing; *Equivalency Tests; Higher Education; Introductory Courses; *Multiple Choice Tests; Required Courses; *Student Placement; *Test Validity
IDENTIFIERS- Placement Tests; *University of Texas Austin

The Measurement and Evaluation Center of the University of Texas (Austin) conducted a validity study to assist the Department of Management Science and Information (DMSI) at the College of Business Administration in establishing a program of credit by examination for an introductory course in electronic data processing--Data Processing Analysis 310 (DPA 310). The course is required for business administration students; however, the DPA 310 course may repeat material that some students already know. The DMSI wanted to offer incoming students a test suitable for placement of computer-literate college students out of the course. The project was conducted during the 1987-88 academic year, and involved assessment of a 142-item multiple-choice test--the U.T. Austin Test for Credit in DPA 310. The test covered word processing, electronic data processing, computer systems, the electronic spreadsheet, databases, programming, artificial intelligence, use of computers in offices, and other topics. It was administered to 1,142 students who had taken the course during the fall of 1987. During mid-January 1988, the DMSI selected a minimal test score to place students out of the course and to award three hours of credit by examination to passing students. The first use of the test as a credit by examination instrument resulted in eight of the 63 examinees achieving scores at or above the decision score selected by the DMSI. Six of the eight who were eligible for credit would receive a grade of "C" and two a grade of "B." Five data tables are included. A Student Information Handout and the frequency distribution of scores received from first administration of the test are appended. (TJH)

ED 303 514 TM 012 775

Keaster, Richard D.
Statistical Significance Testing: From Routine to Ritual.
PUB DATE- Nov 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Assessment; Research Design; Research Methodology; *Research Problems; Statistical Analysis; *Statistical Significance; Statistics

An explanation of the misuse of statistical significance testing and the true meaning of "significance" is offered. Literature about the criticism of current practices of researchers and publications is reviewed in the context of tests of significance. The problem under consideration occurs when researchers attempt to do more than just establish that a relationship has been observed. More often than not, too many researchers assume that the difference, and even the size of the difference, proves or at least confirms the research hypothesis. Statistical significance is not a measure of "substantive' significance or what might be called scientific importance. Significance testing was designed to yield yes/no decisions. It is suggested that authors or research projects should not try to interpret the magnitudes of their significance findings.

Significance testing must be returned to its proper place in the scientific process. (SLD)

ED 303 529 UD 026 516

Wheelock, Anne

The Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center.

Massachusetts Advocacy Center, Boston.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Nov 86
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; Attendance; Attendance Patterns; Demonstration Programs; *Dropout Prevention; Dropouts; Educational Change; Grade Repetition; *High Risk Students; *Middle Schools; Minority Group Children; Personal Narratives; *School Activities; *School Holding Power; School Organization; *School Policy; Secondary Education; Student Promotion; Suspension; Urban Schools; Withdrawal (Education)
IDENTIFIERS- *Boston Public Schools MA

Practices of attendance, suspension, and non-promotion in middle schools in Boston (Massachusetts) encourage at-risk students to drop out. School policies and practices, student data, and interviews with at-risk students were reviewed to determine which practices encourage disengagement from school. Personal narratives are included. Major findings include the following: (1) one out of every five students does not attend school 85 percent of their time enrolled; (2) the percent of non-promoted students has increased; (3) one out of every 10 students is suspended annually; (4) Black and Hispanic students have higher rates of absenteeism, non-promotion, and suspension than the general school population. The McKinley Middle School is used as an example of the failure of the Boston schools' policies on suspension. Reform should include the following: (1) flexible scheduling; (2) interdisciplinary teams; (3) exploratory interdisciplinary curriculum; and (4) guidance counseling. Successful programs include the following: (1) RECAP; (2) Boston Student Human Services Collaborative; (3) cluster organization; (4) Project Promise; (5) Mackey Mosaic Summer Institute; and (6) Learning by Earning/Caring by Sharing. Recommendations are included for long-range reform and changes in specific policies and practices. Statistical data are included on numerous tables. The appendixes include the following: (1) a Summary of Data Collected; (2) an Explanation of the Data; and (3) a list of additional sources of information. A bibliography by topic of 68 references is also included. (FMW)

Arter, Judith A.
Curriculum-Referenced Test Development Workshop Series: Workshops One through Three.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 88
NOTE- 80p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Inservice Teacher Education; Item Banks; Multiple Choice Tests; School Districts; Teacher Made Tests; *Teacher Workshops; *Test Construction
IDENTIFIERS- Curriculum Based Assessment; *Curriculum Referenced Tests; *Test Specifications

This set of materials represents the first three workshops in a series of five designed to assist school districts and educators to develop their own curriculum-referenced tests. The series has been assembled to provide school districts with a relatively inexpensive test development method. The series is designed to reduce costs by pooling resources in terms of training and instrument development. Although many of the concepts presented can be used for informal, daily classroom assessment, the main focus is the development of more formal assessment systems (unit, year, or course-end tests) and/or diagnostic systems. The three workshops include an introductory session, a session on developing test specifications, and a item pool development session. The two workshops not outlined cover pilot testing and finalizing assessment materials. The entire series is designed to occur over a period of 1 year or more. Each workshop presents information and practice on one step of the test development process. Participants then finish that step before they proceed to the next workshop. At the end of the series, participants have one or more instruments pilot-tested and ready to use. Although many of the instruments are multiple-choice, other formats are encouraged as appropriate. Presenters' outlines, participant handouts, and copies of transparencies are provided for each of the three workshops. Samples of letters to participants are appended. (TJH)

ED 303 501 TM 012 745

Gorrell, Jeffrey; Downing, Hunter
Effects of Self-Generated Examples on Retention of Selected Concepts.
PUB DATE- Nov 88
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Cognitive Development; *Concept Formation; Higher Education; *Learning Strategies; Long Term Memory; *Retention (Psychology); Short Term Memory; Social Development; *Undergraduate Students
IDENTIFIERS- *Examples; *Psychological Constructs

The current study was devised to determine the short-term (1 month) and long-term (4 months) effects of having students generate their own examples of selected concepts. More specifically, focus was on determining how self-generated examples might enhance the learning and retrieval of concepts. Subjects were 55 (54 female and 1 male) undergraduate students enrolled in a child development course at a state university. Over 95% of the students were elementary education and special education students. Instruments used were multiple-choice examinations that tested for the students' retention and understanding of major psychological concepts. From lists of social development and cognitive development concepts, the students found relevant examples using real-life children. On both the short-term and long-term measures of retention, subjects performed better on items they had included in their own list of generated examples (same category of concept types) than on items from the same pool of items and on items from another pool of items (different category of concept types). Additionally, a comparison of the performance of example generators versus non-generators on the short-term retention examination showed higher performance for those who generated examples. Lists of 17 social/personality development concepts and 22 cognitive/linguistic development concepts used in the study are appended. (Author/TJH)

ED 303 556 UD 026 641

Gampert, Richard D.
A Follow-Up Study of the 1982-83 Promotional Gates Students. OEA Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Age Grade Placement; *Dropout Prevention; Grade 4; Grade 7; *Grade Repetition; Intermediate Grades; Junior High Schools; Longitudinal Studies; Mathematics Instruction; Program Development; *Program Effectiveness; Program Evaluation; Program Improvement; Reading Instruction; *Remedial Programs
IDENTIFIERS- *New York City Board of Education; *Promotional Gates Program NY

The 1982-83 school year was the second year of the New York City (New York) Public Schools Promotional Gates Program. Under this program students in grades four and seven who failed to attain their promotional criteria (in both reading and mathematics) were retained for a year of intensive remedial instruction. This report is the result of a longitudinal study of these "Gates" students. Findings are presented in the following areas: (1) student achievement; (2) attainment of the seventh-grade criterion (for the fourth grade students); (3) progress towards high school graduation (for the seventh-grade students); and (4) participation in the Attendance Improvement/Dropout Prevention Program (AIDP) and the Dropout Prevention Program (D.P.P.). The majority of the Gates students made significant gains during the Gates year, particularly in reading achievement. Unfortunately, after the Gates year, students received few, if any educational or social services to assist them in building on these gains, and they failed to continue to make adequate progress. Recommendations for improving the Promotional Gate Program are offered. Data are presented on 24 tables and figures. (BJV)

White, Michael J.

The Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.

Urban Inst., Washington, D.C.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Foundation, Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.
REPORT NO.- PDS-88-3
PUB DATE- Sep 88
NOTE- 46p.; This paper was prepared as part of The Urban Institute's larger project, "Study of the Impact of Immigration in California." A previous version of this paper was presented at the Annual Meeting of the American Sociological Association (Atlanta, GA, August 26-28, 1988).
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Census Figures; Ethnic Distribution; Ethnic Groups; Ethnicity; Ghettos; *Immigrants; Integration Studies; Minority Groups; Place of Residence; Racial Integration; Racial Segregation; *Relocation; *Residential Patterns; *Social Integration; Statistical Analysis; Urban Demography
IDENTIFIERS- *California (Los Angeles); *California (San Diego); Census 1980

This study attempts to measure the degree of assimilation exhibited by various immigrant groups, as indicated by their residential patterns. Ecological models of assimilation hold that immigrants are highly segregated from the majority population upon arrival, but that segregation declines with time in a process of residential assimilation. The general residential segregation of 13 ethnic groups, which vary in terms of immigrant proportion, was analyzed in Los Angeles (California) and San Diego (California). A more detailed analysis of ethnic segregation by year of immigration and citizenship status was performed for Los Angeles. Both analyses used metropolitan census tract data from the 1980 census. Results partially support the general models of residential assimilation. However, there was not a strict association between recency of immigration and the degree of segregation exhibited by the group. Immigrant assimilation occurs within an ethnic context. Further immigration to the United States is not likely to create immigrant ghettos or a residentially distinct underclass, because group ethnic identity appears to far outweigh immigrant status in determining segregation patterns. Statistical data are included on four tables and three graphs. A list of 56 references and a 25-item bibliography of related titles on the impact of immigration in California are also included. (FMW)

ED 303 459 SP 030 909

Katz, Malcolm

Staff Development Coordinators Assess the Administrative Needs of Georgia's 186 Local School Systems: A 1988 Survey.

SPONS. AGENCY- Georgia Educational Leadership Academy.
PUB DATE- Nov 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; *Group Dynamics; Long Range Planning; *Needs Assessment; Program Evaluation; *Staff Development; *Teacher Morale
IDENTIFIERS- *Georgia

Staff development coordinators in the Georgia school systems responded to a survey to assess their perceptions of the administrative needs of their school districts. Of the 61 needs surveyed, staff development coordinators selected staff morale and group dynamics as their most critical areas of need, followed by evaluating program effectiveness and implementing changes. Long- and short-term planning was their third-highest-ranked need. Comparisons between the ranking of staff development coordinators and Georgia's school principals and superintendents who responded to identical surveys one year earlier are shown. The results of the two surveys are similar. Three of the coordinators' ten highest-ranked needs were people/relationship centered, five were leadership/supervision centered, and two were administrative/technical needs. Twenty-two were identified as role-specific for staff development coordinators. The rankings of all 61 needs by mean score and the percent of coordinators rating each as "High Need" are shown. The response rate to the survey was 83.5 percent. (JD)

ED 303 515 TM 012 778

Correro, Gloria C.; Howard, Esther M.
Evaluating Social Competency Development of Kindergarten Students.
SPONS. AGENCY- Mississippi State Dept. of Education, Jackson.
PUB DATE- Nov 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Interpersonal Competence; *Kindergarten Children; *Learning Readiness; Program Evaluation; *Self Concept; Self Concept Measures; *Social Development
IDENTIFIERS- Early Childhood Curriculum Evaluation Project; *Kindergarten Inventory Develop Social Competency; Mississippi

The staff of the Early Childhood Curriculum and Evaluation Project of the Mississippi State Department of Education developed the Kindergarten Inventory of Developing Social Competency (KIDSC) in 1986 as a means of evaluating the state's program goals in the area of self-concept. Positive results from field testing indicated the usefulness of the instrument. The KIDSC was administered as pretest and posttest evaluations in the 1986-87 and 1987-88 school years. Focus was on determining whether students who started kindergarten with an "at risk" view of themselves as learners changed to an "adequate" or "high" view of themselves as learners by the end of the school year. The sample included approximately 5,000 students in 20 school districts. While only 22.9% of the students scored in the "high" self-concept group at the pretest, 40.8% scored in this group on the posttest. The low self-concept group included 20.3% of the preschoolers in September, and only 11.9% in April. Results suggest that a large proportion of Mississippi students were entering grade 1 with strong positive feelings of self in relation to school tasks. Recommendations are made for ways of increasing the numbers of children graduating from kindergarten with positive self-concepts. (SLD)

ED 303 543 UD 026 620

Matiella, Ana Consuelo
La Familia: Curriculum Unit. Latino Family Life Education Curriculum Series.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- ISBN-0-941816-69-9
PUB DATE- 88
NOTE- 152p.; For student workbook, see UD 026 621.
AVAILABLE FROM- Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; Cultural Background; Cultural Differences; Cultural Education; Cultural Influences; Cultural Traits; Elementary Education; Elementary School Curriculum; Elementary School Students; *Ethnicity; Ethnic Studies; Family Characteristics; Family Influence; Family Involvement; *Family Life Education; Family Role; Foreign Culture; Grade 5; Grade 6; Grade 7; Grade 8; *Hispanic American Culture; Hispanic Americans; Multilingual Materials; *Self Esteem; Spanish; Teaching Guides
IDENTIFIERS- *Latinos

This teaching guide comprises eight lessons designed to enhance the self-esteem of Latino students, grades 5 through 8, through the exploration of family, family traditions and values, and the affirmation of family strengths. Student objectives include the following: (1) define family; (2) describe similarities and differences among Latino families and mainstream culture families; (3) explain that there is great diversity in families and that families can function successfully in different ways; (4) describe the family's role in developing a sense of values; (5) explain how family role models and values contribute a sense of family pride and self-esteem; (6) identify family traditions that contribute to a sense of family and cultural pride; and (7) demonstrate ways culture can affect how families function. Key components of each lesson include the following: (1) Spanish "dicho," a proverb; (2) background and rationale; (3) teacher preparation; (4) time; (5) outline of activities; (6) procedure; (7) summary; (8) homework; and (9) student activity sheets. The appendices include the following: (1) Historical and Ethnographic Profile of Latino or Hispanic Groups in the United States; (2) Latino Presence in the United States: Demographic Trends and Family Life Issues; (3) student workbook features; (4) a Spanish word list; (5) a glossary of special terms; and (6) a list of references. (FMW)

ED 303 473 TM 012 461

Mislevy, Robert J.; Stocking, Martha L.
A Consumer's Guide to LOGIST and BILOG.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-87-43
PUB DATE- Nov 87
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bayesian Statistics; Comparative Analysis; *Computer Software; *Estimation (Mathematics); *Latent Trait Theory; *Maximum Likelihood Statistics; Research Methodology
IDENTIFIERS- *BILOG Computer Program; Item Parameters; *LOGIST Estimation Procedures; Three Parameter Model; User Guides

Since its release in 1976, LOGIST has been the most widely used computer program for estimating the parameters of the three-parameter logistic item response model developed by A. Birnbaum. An alternative program, BILOG, developed by R. J. Mislevy and R. D. Bock (1983), has recently become available. This paper compares the approaches taken by the two programs and offers some initial guidelines for choosing between the two programs for particular applications. An application of the two programs to two simple simulated data sets is illustrated, wherein responses are assessed from simulated examinees to a 45-item artificial test comprised of three replications of 15 four-choice items. It is recommended that: (1) the user with short tests and/or small examinee samples consider using BILOG due to its incorporation of formal Bayesian procedures, while LOGIST performs better with longer tests and larger samples; (2) LOGIST can produce joint maximum likelihood estimates, while BILOG can produce marginal maximum likelihood estimates; and (3) neither program alone can produce finite and reasonable parameter estimates. A list of references, three data tables, and 19 graphs are provided. (TJH)

ED 303 530 UD 026 568

Crystal, Eric
Culture in Crisis: Cambodian Refugees in California.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); Asian Americans; Asian History; Buddhism; *Cambodians; *Cultural Background; Cultural Traits; Family Life; Foreign Culture; International Relations; Minority Groups; *Modern History; Non Western Civilization; Political Influences; Political Issues; *Refugees; Religious Factors
IDENTIFIERS- *California; *Cambodia

This preliminary paper reviews the political and cultural history of the Cambodian refugees who have settled in large numbers in California communities. The kingdom of Cambodia was a major power in Southeast Asia from the ninth century A.D. until March 1970, and its Buddhist culture influenced the dance, music, architecture, and linguistic traditions of neighboring states. Under Prince Norodom Sihanouk, Cambodia was the first of the Indochinese states to win independence from France in 1953, and it attempted to remain neutral in the second Indochina war (1961-75). General Lon Nol replaced Sihanouk after a military coup in 1970, and the country aligned itself with the United States and the Republic of Viet Nam. Monarchist loyalists and the small Cambodian communist party, the Khmer Rouge, supported Sihanouk's government-in-exile, and waged civil war. The Khmer Rouge seized the capital in April 1975, ending the civil war and beginning a four-year reign of terror that included the execution of one to three million Cambodians and massive resettlement programs that destroyed normal family life. Hundreds of thousands of refugees fled to Thailand in 1979, and from there over 200,000 Cambodians have emigrated to other countries. Seventy-five thousand refugees now reside in California. The refugees must cope with post-traumatic stress; family disintegration; and concern for lost, displaced or disabled relatives in Southeast Asia. A brief list of readings is included. (FMW)

ED 303 487 TM 012 686

Melancon, Janet G.; Thompson, Bruce
Measurement Characteristics of a "No-Guessing" Administration of the Finding Embedded Figures Test--Research Edition.
PUB DATE- 15 Jan 88
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Difficulty Level; *Discriminant Analysis; Guessing (Tests); Higher Education; *Multiple Choice Tests; Pictorial Stimuli; *Test Format; Test Items; Test Reliability; Undergraduate Students
IDENTIFIERS- Alpha Coefficient; *Finding Embedded Figures Test (Research Edition); *No Guessing Format

Applied classical measurement theory was used to study the measurement characteristics of Forms A and B of the Finding Embedded Figures Test (FEFT) when the test is administered in a "no-guessing" or "supply" format. Data provided by 69 students at a private university in the southern United States were used. Both forms of the FEFT were administered in counterbalanced order to different subjects; 36 subjects completed Form A, and then Form B. Specifically, the study was designed to compare: (1) the alpha coefficient reliabilities of data from the two administration formats; (2) test and item difficulty data across administration methods; and (3) corrected item-total correlation of discrimination coefficients across test administrations. Results are contrasted with those of a previous study involving a multiple-choice "selection" format administration of the FEFT to 302 subjects. The alpha correlation associated with scores of the 69 subjects on Form A was 0.66 and that for Form B was 0.83. In terms of test difficulty, Form A scores ranged from 16 through 32, and Form B scores ranged from 13 through 34. Form A items were more likely to behave differently across administration formats. Both the selection- and supply-format administrations of each form had positive discrimination coefficients. The two FEFT forms provide data with reasonable reliability and psychometric integrity. The FEFT may assist researchers who want to use a selection format to measure field independence. (TJH)

ED 303 502 TM 012 746

Ferguson, William F.; And Others
Pilot Testing of a Needs Assessment Instrument in a Mississippi School District.
PUB DATE- Nov 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 8-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; *Needs Assessment; *Pilot Projects; *Program Evaluation; *School Districts; Secondary School Teachers; *Teacher Attitudes; Test Construction; Vocational Education Teachers
IDENTIFIERS- *Mississippi

The primary purpose of this study was to develop and pilot a needs assessment instrument that could be used to identify teacher inservice programs of value to specific Mississippi school districts. A survey of the literature led to the identification of 82 relevant items; a content validity check resulted in reduction of the list to 66 needs assessment items. These items were reproduced on an instrument to be used to gather teacher perceptions regarding the success of past inservice programs. Teachers were asked to respond to each item in terms of their perception of the importance of the item for teacher inservice programs. Then they were asked to indicate, on a scale from 0 to 4, the importance they perceived that their prior inservice programs had given to the item. The two types of responses were weighted against each other. Three elementary, two junior high, two high schools, and one vocational-technical center were involved in the pilot study. Items were ordered according to priority. Seventeen items were identified as priority needs of the eight-school district for future inservice programs. The 66 needs index summaries by school are tabulated; and priority needs, medium needs, and lower level needs of the school district are listed. (TJH)

ED 303 516 TM 012 783

Richardson, Rita C.
A Comparison of Measures of Administrator Reliance on Power Bases for Influence.
PUB DATE- 6 Jan 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; *Administrators; Comparative Analysis; Factor Analysis; *Leadership; *Organizational Theories; *Power Structure
IDENTIFIERS- Ipsative Measurement; *Power Perception Profile; *Richardson Power Profile

This paper compares the Hersey-Natemeyer "Power Perception Profile" with the "Richardson Power Profile (RPP)," both of which are measures of a leader's reliance on power bases to affect followers within organizations. Two previously conducted factor analyses of the normative measure--the RPP--indicate that there are fewer than the expected seven factors underlying perceptions of power base use in organizations. These findings suggest that the Hersey-Natemeyer measure can only be used with caution because the measure is ipsative and is structured to require the presumption that seven discrete power bases exist, a presumption that seems tenuous at best. The identification of fewer factors than theories have proposed suggests that the conceptualization of the power bases may need to be refined. Apparently, the power bases are not all independent or discrete. A normative measure may have more utility than any ipsative measure. Selected factor pattern coefficients for the RPP are listed, and the RPP and its scoring grid are appended. (Author/SLD)

ED 303 557 UD 026 645

Bogen, Elizabeth
Immigration in New York.
REPORT NO.- ISBN-0-275-92199-9
PUB DATE- 87
NOTE- 268p.
AVAILABLE FROM- Praeger Publishers, One Madison Avenue, New York, NY 10010.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Acculturation; Church Programs; Cost Effectiveness; Cubans; Cultural Background; Cultural Traits; Demography; Elementary Secondary Education; Employment Patterns; *Ethnic Groups; Federal Legislation; Haitians; Health Services; *Immigrants; Law Enforcement; Mass Media; Minority Groups; Population Trends; Public Schools; Refugees; *Social History; *Social Services; Statistical Data; United States History; Urban Areas
IDENTIFIERS- Catholic Church; Criminal Justice System; Ethnic Newspapers; Immigration and Naturalization Service; *New York (New York)

This book examines the effects of immigration in New York City (New York) today, with particular attention to those "new immigrants" who arrived after 1965. Immigrant interaction with the city's public and private social services is emphasized. Data were drawn from interviews and from the 1980 U.S. Census. Part I: "The Background," is comprised of two chapters, "Introduction" and "Social and Legislative History." Part II: "Today's Demographics," is comprised of the following chapters: (1) "Recent Statistics on New York City Immigration"; (2) "Undocumented Aliens and the Census Undercount"; (3) "Five-City Comparison"; (4) "Ethnic Geography"; and (5) "Employment Patterns Among Today's Immigrants." Part III: "The Service Delivery System," is comprised of the following chapters: (1) "Social Services: Welfare and Beyond"; (2) "Refugee Resettlement"; (3) "Cuban/Haitian Entrants: A History"; (4) "The Catholic Church and Its Services to Immigrants"; (5) "The Role of Public Education"; (6) "Issues in Health Care"; (7) "Immigrants and the Criminal Justice System"; and (8) "The Immigration and Naturalization Service." Part IV: "For the Record," is comprised of the following chapters: (1) "Costs and Revenues"; (2) "Ethnic Media"; (3) "Inventory of Academic Studies"; (4) "Conclusions and Recommendations"; and (5) Epilogue: A Paean to the Lady." Statistical data are included on 29 tables and 13 graphs and maps. Eleven black-and-white photographs are included. An illustration of immigrant classifications, a glossary, a list of acronyms, an index, and a brief biography of the author are included. A 63-item bibliography is also included. (FMW)

ED 303 460 SP 030 910

Katz, Malcolm
Georgia Superintendents Identify Their Most Troublesome Administrative Problems: A 1988 Survey.
SPONS. AGENCY- Georgia Educational Leadership Academy.
PUB DATE- Nov 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Problems; Administrator Attitudes; Change Strategies; Educational Environment; Elementary Secondary Education; *Instructional Development; Needs Assessment; *Personnel Evaluation; *Program Evaluation; *Superintendents; Teacher Motivation; Teacher Supervision
IDENTIFIERS- *Georgia

Supervisors in Georgia's schools, having assessed their most critical administrative needs through earlier surveys, identified their districts' most troublesome specific problem areas associated with those critical needs. For each critical need, rankings of seven problem areas were determined. Tables in this report display survey responses on each of these areas of need accompanied by commentary on the three highest-ranked problems. Of the 10 most often cited problems among the 70 of the survey, 5 related to working with teachers to improve instruction. Five others related to developing the climate and organization of the schools and school districts. These are compared with the 10 problems least often identified as "most troublesome." All 70 problem areas of the survey are ranked from most to least often as identified by the 73 percent of Georgia's superintendents who responded to the survey. The three highest ranked problem areas were: (1) supervision, evaluation of staff; (2) instructional supervision; and (3) evaluating program effectiveness, implementing changes. (JD)

ED 303 474 TM 012 463

Mislevy, Robert J.; Verhelst, Norman

Modeling Item Responses When Different Subjects Employ Different Solution Strategies.

Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Psychological Sciences Div.
REPORT NO.- ETS-RR-87-47-ONR
PUB DATE- Oct 87
NOTE- 58p.
CONTRACT- N00014-85-K-0683
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Guessing (Tests); *Latent Trait Theory; *Maximum Likelihood Statistics; *Models; *Problem Solving; Spatial Ability
IDENTIFIERS- *Item Parameters; *Response Patterns; Spatial Tests

A model is presented for item responses when different examinees use different strategies to arrive at their answers and when only those answers, not choice or strategy or subtask results, can be observed. Using substantive theory to differentiate the likelihoods of response vectors under a fixed set of solution strategies, responses are modeled in terms of item parameters associated with each strategy, proportions of the population employing each, and the distributions of examinee parameters within each. Posterior distributions can then be obtained for each examinee, giving the probabilities that they employed each of the strategies and their proficiency under each. The ideas are illustrated with a conceptual example about response strategies for spatial rotation items, and a numerical example resolving a population of examinees into subpopulations of valid responders and random guessers. Four data tables and four graphs are presented. A 26-item list of references is provided. (Author/TJH)

ED 303 544 UD 026 621

Matiella, Ana Consuelo
La Familia: Student Workbook. Latino Family Life Education Curriculum Series.
REPORT NO.- ISBN-0-941816-70-2
PUB DATE- 88
NOTE- 90p.; For curriculum unit, see UD 026 620.
AVAILABLE FROM- Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cultural Awareness; Cultural Background; Cultural Differences; Cultural Education; Cultural Influences; Cultural Traits; Elementary Education; *Elementary School Curriculum; Elementary School Students; *Ethnicity; Ethnic Studies; Family Characteristics; Family Influence; Family Involvement; *Family Life Education; Family Role; Foreign Culture; Grade 5; Grade 6; Grade 7; Grade 8; *Hispanic American Culture; Hispanic Americans; Multilingual Materials; *Self Esteem; Spanish; Workbooks
IDENTIFIERS- *Latinos

This workbook comprises eight lessons designed to enhance the self-esteem of Latino students, grades 5 through 8, through the exploration of family, family traditions and values, and the affirmation of family strengths. Each lesson begins with an illustration that reflects the content of the lesson and an introductory page. Each introductory page contains the following: (1) a "dicho," a saying or expression used to express and pass on values and beliefs in Latino families; (2) a summary of the lesson; and (3) the "Sabes Que?," intended to provide another small bit of information on Latino family traditions that will strengthen understanding of different Latino customs that have to do with family life and customs. All the student materials necessary to complete the lesson are presented, including the following: (1) stories; (2) student activity sheets; and (3) blank note pages. A chart illustrating changes in Latino families in the United States is also included. The appendices comprise the following: (1) a list of "dichos"; (2) a Spanish word list; and (3) a glossary of special terms. (FMW)

ED 303 531   UD 026 570

Reynolds, Amy L.
Validation of an Identity Development Model.
PUB DATE- 13 Aug 88
NOTE- 9p.; Paper presented at the American Psychological Association Convention (Atlanta, Georgia, August 13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Stages; *Identification (Psychology); *Minority Groups; Models; *Personality Theories; Psychological Studies; Qualitative Research; *Research Methodology; Research Needs; Research Problems; Statistical Analysis; *Validity
IDENTIFIERS- *Oppression

Empirical validation of the Self-Identity Development Model of Oppressed People (SIDMOP) prompted the choice of a multi-methodological approach that would test the underlying theory and not the participants' ability to perform a matching task. Few identity developmental models of oppressed people have been systematically developed, and even fewer have been empirically validated. SIDMOP is based on a nontraditional psychological framework that theorizes a nonlinear growth process, while most measurement tools in the field are based on linear thinking. Validation of current research on oppressed people has led to the development of attitudinal and cognitive measures such as the Racial Identity Attitude Scale (RIAS), and the Gay/Lesbian Identity Questionnaire. SIDMOP has been developed to understand others in an experiential way. The model was developed systematically and thoroughly, using an emic process, and additional clinical research may be all that is necessary for validation. However, if the model is to be developed for further research, content specific instruments need to be developed for each oppressed group that include the following issues: (1) the effect of the participant's world view, selective memory, and social desirability; (2) the possibility of "false positives"; and (3) the effect of the participant's age and current developmental tasks. (FMW)

ED 303 488 TM 012 693

Melancon, Janet G.; Thompson, Bruce
Local Norms and Test Characteristics for Selected Forms of the M.A.A. Placement Test.
PUB DATE- 12 Dec 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Arithmetic; *College Entrance Examinations; College Students; Higher Education; Mathematics Achievement; *Mathematics Tests; Psychometrics; *Student Placement; Test Format; *Test Norms; Test Reliability; Test Results
IDENTIFIERS- Finite Mathematics; *Mathematics Association of America; *Placement Tests

The psychometric integrity of selected items from the Mathematics Association of America (MAA) placement tests for college students was investigated. Two alternative and parallel versions of the test were developed (Form A and Form B) for this study. Data for 539 students seeking admission into an undergraduate mathematics curriculum at a private university in the southern United States who completed Form A of the MAA Placement Test were used, as well as data for two sets of the students (N=112; N=196) who completed a retesting using a parallel set of MAA items (Form B). Reliability coefficients for Forms A and B, item difficulty and discrimination, and test-retest reliability coefficients were computed. Results suggest that the measures performed reasonably well, although use of more items may be warranted to yield more psychometrically defensible placement scores. The reliability coefficient for results on Form A suggests reasonable psychometric integrity, but that extreme caution is needed for subscale scores. Subscales on the second version (Form B) also must be interpreted with caution. Two tables summarize item statistics. (SLD)

ED 303 517 TM 012 784

McMurray, Mary Anne; And Others

Identifying Domain-Specific Aspects of Critical Thinking Ability in Solving Problems in Biology.

PUB DATE- 6 Jan 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Cognitive Ability; Cognitive Measurement; *Cognitive Processes; *Critical Thinking; Higher Education; Measurement Techniques; *Problem Solving; Undergraduate Students
IDENTIFIERS- *Domain Specific Thinking

The study was conducted to gain some insight regarding whether the nature of critical thinking skills in biology appears to be different than the nature of more general critical thinking skills. The study falls within the context of previous studies (e.g., research by J. P. Guilford, 1967; and M. Rokeach, 1973) that used empirical methods to delineate constructs. Subjects were 47 undergraduate students enrolled in an introductory biology course at either a public university or a smaller private university in the southern United States. The subjects completed a measure of critical thinking skills in biology, the Watson-Glaser Critical Thinking Appraisal, the Group Embedded Figures Test, and the American College Tests. The results suggest that critical thinking in biology does involve some domain-specific skills. Critical thinking might best be measured with content-specific tests when interventions are being evaluated, and critical thinking skills may not necessarily generalize across content domains. Two data tables are included. (Author/SLD)

Abe, Jennifer

Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11. 18p. 1mf. L2 ED 303 555

Abler, Rose M.

University Counseling Center Trainees' Perceptions of Their Training Experience. Research Report No. 8-88. 20p. 1mf. L1 ED 303 480

Achey, Virginia H.

Increasing Minority Participation in the Greensboro Academically Gifted Program without Changing Entrance Criteria. 6p. 1mf. L1 ED 302 999

Achilles, C. M.

Are We Scholar Practitioners, Theoreticians, or Practitioners? 12p. 1mf. L1 ED 302 958

Key Triad: Why? What? and How? 11p. 1mf. L1 ED 302 957

Some Analyses of Kindergarten Results in a Statewide Study of Class Size: Project ST*R, Tennessee, 1985-86. (Draft). 24p. 1mf. L1 ED 303 232

Teacher Involvement: A Message for "Restructurers." 20p. 1mf. L1 ED 302 915

Toward a Model for Preparation Programs for Education's Leaders. 16p. 1mf. L1 ED 302 959

Acker, Stephen R.

Implementing ISDN: A Sociotechnical Analysis. 21p. 1mf. L1 ED 303 138

Adams, Susan McIntyre

Effectiveness of Using Interactive Computer Programs To Model Textbook Reading Strategies for University and Community College Psychology and Biology Students. 28p. 1mf. L1 ED 302 810

Affleck, James Q.

Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Final Report. 102p. 2mf. L1 ED 303 006

Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Manual for Best Practices and Procedures. 25p. 1mf. L1 ED 303 005

Alamprese, Judith A.

Adult Literacy Research and Development: An Agenda for Action. Background Paper Prepared for Project on Adult Literacy. 51p. 1mf. L1 ED 302 676

Albarran, Alan B.

Implementing ISDN: A Sociotechnical Analysis. 21p. 1mf. L1 ED 303 138

Alegria, Margarita

Well-Being of Recently Divorced Puerto Rican Women. 19p. 1mf. L1 ED 303 552

Allen, David F.

Tinto's Model of College Withdrawal Applied to Women in Two Institutions. 37p. 1mf. L1 ED 303 214

Allen, Robert

Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students. 131p. 2mf. L1 ED 302 833

Allen, Walter R.

Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper. 30p. 1mf. L1 ED 303 089

Alvarez, Frank R.

What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative. 28p. 1mf. L1 ED 303 562

Ambrose, Charles M.

Comparison of Faculty Members' and Administrators' Definitions of, and Attitudes toward, Academic Freedom. ASHE 1988 Annual Meeting Paper. 25p. 1mf. L1 ED 303 087

Amos, Arlene T.

Differences in Attitudes toward Post Evaluation Conferences for Proficient and Nonproficient Teachers in Mississippi. 9p. 1mf. L1 ED 302 942

Amundson, Kristen J.

First Teachers: Parental Involvement in the Public Schools. 57p. 1mf. L2 ED 302 883

Anderson, Connie

Transfer and Articulation with Four-Year Colleges and Universities: A Report. 19p. 1mf. L1 ED 303 224

Anderson, Stephen E.

Evaluation Manual for Community-Based Training Programs. 392p. 5mf. L1 ED 303 190

Andrews, Hans A.

State of Faculty Evaluation in Community, Technical, and Junior Colleges within the North Central Region, 1988-1989. A Research Study. 58p. 1mf. L1 ED 303 204

Anthony, Helene M.

Reading Comprehension Research: A Selected Review. Technical Report No. 448. 30p. 1mf. L1 ED 302 827

Anthony, Marlene C.

Comparison of Black and White Middle Class Children's Performance on Three Ability Measures. 12p. 1mf. L1 ED 303 545

Appenzellar, Anne B.

Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987. 19p. 1mf. L1 ED 303 472

Arlton, Donna

International Partnership in Health Care and Education. 13p. 1mf. L1 ED 303 123

Armga, Carol Joan

Demographic and Professional Dimensions of Child Care Providers. 124p. 2mf. L1 ED 303 263

Arnault, Lynne S.

Preparing Preservice Teachers To Teach Secondary Aged Students with Handicaps. 32p. 1mf. L1 ED 303 427

Arter, Judith A.

Curriculum-Referenced Test Development Workshop Series: Workshops One through Three. 80p. 1mf. L1 ED 303 486

Arzi, Hanna J.

From Short- to Long-Term: Studying Science Education Longitudinally. 39p. 1mf. L1 ED 303 351

Asefa, Sisay, Ed.

World Food and Agriculture. Economic Problems and Issues. 148p. 2mf. L2 ED 302 642

Astin, Alexander W.

American Freshman: National Norms for Fall 1988. 245p. 3mf. L2 ED 303 133

Aversa, Elizabeth Smith

Online Information Services for Secondary School Students: A Current Assessment. ERIC Digest. 3p. 1mf. L1 ED 303 175

Ayers, Jerry B.

Fifteen Year Look at Beginning Teachers. 18p. 1mf. L1 ED 303 452

Baghban, Marcia

You Can Help Your Young Child with Writing. 17p. 1mf. L1 ED 302 846

Bailey, Becky

Understanding and Dealing with Separation Issues in Early Childhood Programs. 19p. 1mf. L1 ED 303 277

Bailey, Judy G., Ed.

Handbook for Teaching Assistants: The TA at U of D. Fourth Edition. 111p. 2mf. L1 ED 303 448

Bailey, Thomas

Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2. 70p. 1mf. L1 ED 302 688

New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1. 33p. 1mf. L1 ED 302 687

Bain, Helen Pate

Three-Year Longitudinal Study of Small Class Size: The Metro-Nashville Public Schools Study: 1984-87. 29p. 1mf. L1 ED 302 928

Baker, Eva L.

Sensitive Technology Assessment of ACOT. 9p. 1mf. L1 ED 303 156

Baldwin, Roger G.

Faculty Vitality in "Different Worlds": The View from Three Academic Areas. ASHE 1988 Annual Meeting Paper. 41p. 1mf. L1 ED 303 098

Ball, Armand

Basic Camp Management: An Introduction to Camp Administration. Second Edition. 148p. 2mf. L2 ED 303 312

Ball, Armand, Ed.

Site and Facilities: A Resource Book for Camps. 96p. 1mf. L2 ED 303 313

Ball, Beverly

Basic Camp Management: An Introduction to Camp Administration. Second Edition. 148p. 2mf. L2 ED 303 312

Ball, Beverly, Ed.

Site and Facilities: A Resource Book for Camps. 96p. 1mf. L2 ED 303 313

Bandalos, Deborah, L.

Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88. 16p. 1mf. L1 ED 303 484

Barger, Robert N.

On-Line Evaluation and Remediation of Programming Skills. 8p. 1mf. L1 ED 303 153

Barker, Bruce O.

Teacher Effectiveness via Interactive Satellite: Preliminary Findings from Observation of Three Teachers over the TI-IN Interactive Satellite Network. 20p. 1mf. L1 ED 303 295

Barkley, Cathy A.

Mathematics and Your Horse. 40p. mf. L3 ED 303 354

Barr, James E.

Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833. 80p. 1mf. L1 ED 303 324

Barrington, Gail V.

Project ABC: Advancement Based on Competency. 1982-1987 Summary Report. 33p. 1mf. L1 ED 303 471

Bauch, Patricia A.

Family Choice and Parental Involvement in Inner-City Catholic High Schools: An Exploration of Psycho-Social and Organizational Factors. 49p. 1mf. L1 ED 302 950

Bauer, Norman J.

Foundational Studies as a New Liberal Art: Educology. 19p. 1mf. L1 ED 303 446

Ways of Thinking and the Development of Foundational Knowledge. 17p. 1mf. L1 ED 303 445

Baum, Steven K.

Sources of Meaning through the Lifespan. 22p. 1mf. L1 ED 302 780

Bean, John P.

Student Retention at Liberal Arts Colleges: The Development and Test of a Model. ASHE 1988 Annual Meeting Paper. 34p. 1mf. L1 ED 303 099

Bean, Margaret H., Ed.

Selective Guide to Literature on Computer Engineering. Engineering Literature Guides, Number 1. 23p. mf. L3 ED 303 327

Selective Guide to Literature on Software Review Sources. Engineering Literature Guides, Number 8. 34p. mf. L3 ED 303 332

Beaver, John F.

Missing Link: Internships in Professional Writing Programs. 12p. 1mf. L1 ED 302 855

Beck, Allen J.

Survey of Youth in Custody, 1987. Bureau of Justice Statistics Special Report. 13p. 1mf. L1 ED 302 740

Beckham, Joseph C.

School Officials and the Courts: Update 1988. ERS Monograph. 51p. mf. L3 ED 302 946

Bein, Frederick L.

Baseline Geography Competency Test Administered in Indiana Universities. 11p. 1mf. L1 ED 303 378

Beitel, Patricia A.

Factors Influencing Movement Consistency during the Learning/Performance of Perceptual Motor Tasks. 15p. 1mf. L1 ED 303 431

Interrelationships among Age, Sex, and Depth of Sport Experience on a Complex Motor Task by 4- to 9-Year Old Children. 27p. 1mf. L1 ED 303 423

Pattern of Relationships of Coincidence Anticipation With Age, Gender, and Depth of Sport Experience. 20p. 1mf. L1 ED 303 424

Bell, Thomas L.

American Television: How Mass a Medium? 31p. 1mf. L1 ED 303 379

Bellott, Fred K.

Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas. 22p. 1mf. L1 ED 303 485

Bengtsson, Hans

Psychological Mechanisms in Children with Deficient Empathy and Sympathy. 9p. 1mf. L1 ED 302 864

Bercik, Janet T.

Teacher Induction: A Survey of Experienced Teachers. 8p. 1mf. L1 ED 303 455

Bermingham, Jack

Multicultural Education for the Classroom. 12p. 1mf. L1 ED 303 425

Bess, James L.

Leadership, Conflict Management, and Researcher Motivation and Productivity in Scientific R & D Laboratories: The Case of Japan. ASHE 1988 Annual Meeting Paper. 78p. 1mf. L1 ED 303 082

Bilotta, Cynthia, Ed.

Delivering Academic Excellence to Culturally Diverse Populations (Language Development through Math/Science Activities). Conference Proceedings (Saddle Brook, New Jersey, December 7-8, 1984). 60p. 1mf. L1 ED 303 528

Bird, William

Preschool Puzzle: A Study of Early Intervention Programs and Services. 94p. 1mf. L1 ED 302 991

Birdwell, Lori A.

Teacher Attitudes toward Their Preparation Program and Their Profession. 35p. 1mf. L1 ED 303 457

Bishop, George D.

Cognitive Representations of Physical Diseases. 15p. 1mf. L1 ED 302 750

Illness Cognition and Responses to AIDS. 28p. 1mf. L1 ED 302 749

Black, Dorothy A.

Preparing Preservice Teachers To Teach Secondary Aged Students with Handicaps. 32p. 1mf. L1 ED 303 427

Black, Marjorie

Community College-High School Connection. Articulated Programs at San Juan College. 40p. 1mf. L1 ED 302 643

Black, Ralph

AIDS Policies and Resources for Community Colleges. 46p. 1mf. L1 ED 303 192

Blai, Boris, Jr.

Literacy/Quality of Life in the United States. 7p. 1mf. L1 ED 302 817

Blair, Susan M.

Teacher Induction: A Survey of Experienced Teachers. 8p. 1mf. L1 ED 303 455

Bletzinger, Ruth Beer

Loan Counseling: Requirements and Good Practice. NASFAA Monograph Series Number VI. 69p. 1mf. L1 ED 303 055

Bliss, William B.

Providing Adult Basic Education Services to Adults with Limited English Proficiency. Background Paper Prepared for Project on Adult Literacy. 48p. 1mf. L1 ED 302 677

Bobbitt, Sharon A.

Moonlighting among Public School Teachers. Survey Report. 51p. 1mf. L1 ED 303 456

Bogen, Elizabeth

Immigration in New York. 268p. mf. L3 ED 303 557

Bolton, Susie

Jean Piaget Archives Bibliography on Mental Retardation. 21p. 1mf. L1 ED 302 997

Bookout, Susie

Industry/Electronics Education Joint Venture. 20p. 1mf. L1 ED 302 645

Boone, Jerry N.

Black Faculty: The Reasons They Teach in Predominantly Black Colleges. ASHE 1988 Annual Meeting Paper. 18p. 1mf. L1 ED 303 091

University Autonomy: Actual and Preferred Location of Authority. ASHE 1988 Annual Meeting Paper. 31p. 1mf. L1 ED 303 090

Borah, Farfalla

What's Wrong with This Picture? A Look at Working Women on Television. 25p. 1mf. L2 ED 303 146

Borden, William

Stress, Appraisal, and Coping in Spouses of Demented Elderly: Predictors of Psychological Well-Being. 38p. 1mf. L1 ED 302 779

Borgrink, Henry

New Mexico Dropout Study, 1986-87 School Year. 23p. 1mf. L1 ED 303 289

Borrello, Gloria M.

Confirmatory Factor Analysis of Data from the Myers-Briggs Type Indicator. 20p. 1mf. L1 ED 303 489

Boser, Judith A.

Conducting a Survey: The Dollars and Sense of It. 14p. 1mf. L2 ED 302 922

Effect of Active Research Involvement on Secondary Science and Mathematics Teachers. 19p. 1mf. L1 ED 303 338

Teachers Education Follow-Up Surveys: Are the Respondents Representatives of the Group? 11p. 1mf. L1 ED 303 491

Bossone, Richard M., Ed.

School/College/Business Partnerships. Proceedings: The Conference of the University/Urban Schools National Task Force (10th, Santa Barbara, California, November 4-5, 1988). 93p. 1mf. L1 ED 303 539

Bower, Ann M.

Getting at the Core of the New York State Mentor Teacher-Internship Program: Relationships. 28p. 1mf. L1 ED 303 463

Bowers, Bruce C.

Policy Analysis for School Districts. ERIC Digest Series Number EA30. 4p. 1mf. L1 ED 302 899

Bowers, Norman D.

Development and Uses of the Teaching Behaviors Questionnaire. 32p. 1mf. L1 ED 303 450

Bowman, Gregory A.

State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools. 50p. 1mf. L1 ED 303 432

Branca, Ronald A.

Implementing a Program of Supportive Services to Severely Handicapped Preschool Age Children in Community Programs. 106p. 2mf. L1 ED 303 023

Brandt, Chet

Making Prevention a Way of Life: The Importance of Infant Development. 26p. 1mf. L1 ED 303 257

Bratlie, Mark P.

Conversion of Teachers: Principal Influence and Teacher Autonomy. 34p. 1mf. L1 ED 302 877

Braver, Sanford L.

Non-Custodial Parent's Report of Child Support Payments. 21p. 1mf. L1 ED 302 786

Brinton, Donna M.

Dialog Journals: A Window on the Act of Language Teaching. 26p. 1mf. L1 ED 303 030

Briscoe, Carolyn

Assessment of Performance of Field Experiences at Clemson University. 18p. 1mf. L1 ED 303 444

Britton, C. Jean

National Grad Survey (University) 1984, #86-02. 35p. 1mf. L1 ED 303 130

Brizius, Jack A.

Education Reform in Rural Appalachia, 1982-1987. 200p. 3mf. L1 ED 303 287

State Role in Adult Literacy Policy. Background Paper Prepared for Project on Adult Literacy. 54p. 1mf. L1 ED 302 678

Brouwer, Lynette F.

History of Women's Management Thought: A Snapshot. 30p. 1mf. L1 ED 303 393

Brown, John L.

University High School: An Early Intervention Collaboration "From Scratch". 32p. 1mf. L1 ED 303 465

Brown, Mary C.

Tell-A-Phone: A Pragmatic Tool for Speech and Language Intervention. 39p. 1mf. L2 ED 303 014

Brown, Michael H.

Shortcuts to Excellence: Techniques To Increase Personal Productivity, Job Satisfaction and Organizational Effectiveness. 11p. 1mf. L1 ED 302 757

Transpersonal Psychology: Exploring the Frontiers in Human Resource Development. 6p. 1mf. L1 ED 302 758

Brown, Richard A.

Perfect Day for the Tajar: And Nine More Stories. 66p. 1mf. L2 ED 303 314

Brown, Steven D.

Effects of Self-Efficacy--Aptitude Incongruence on Career Behavior. 20p. 1mf. L1 ED 302 747

Bryant, Miles T., Ed.

New Directions for Administrator Preparation. UCEA Monograph Series. 95p. 1mf. L1 ED 302 951

Bullock, Lyndal M.

Re-Examination of the Behavioral Categories of Seven Behavior Rating Instruments: A Conceptual Analysis. A Final Research Report. 95p. 1mf. L1 ED 302 980

Burquest, Donald A.

Text-Frame Relationships and ESL. 14p. 1mf. L1 ED 303 037

Burroughs, W. Jeffrey

Toy-Based Programming and Childrens Knowledge of Products. 6p. 1mf. L1 ED 303 158

Burry, James

Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports. 37p. 1mf. L1 ED 303 389

Buzzelli, Charlotte Grace

Pi Lambda Theta Summer 1988 Orient Study Tour, University of Hawaii at Manoa Campus. Course Title: International Education and East Asia. Research Report. 23p. 1mf. L1 ED 302 894

Cabrera, Alberto F.

Exploring the Effects of Ability-To-Pay on Persistence in College. ASHE 1988 Annual Meeting Paper. 42p. 1mf. L1 ED 303 096

Cabrera, Eulalia

Project Caribe, 1986-1987. OEA Evaluation Report. 48p. 1mf. L1 ED 303 050

Caldas, Stephen J.

Moral Imagination and the Philosophy of School Leadership. 32p. 1mf. L1 ED 302 909

Campbell, Donald T.

Assessing the Impact of Planned Social Change. Occasional Paper Series, #8. 74p. 1mf. L1 ED 303 512

Campbell, Robert E.

Construct Validation Study on the Behavior Dimensions Rating Scale for Use in Juvenile Correctional Facilities. A Research Report. 33p. 1mf. L1 ED 302 981

Cantor, Jeffrey A.

Exemplary Practices Linking Economic Development and Job Training. 24p. 1mf. L1 ED 302 715

Carey, Susan

"An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge. 37p. 1mf. L1 ED 303 366

Carlisle, Margaret

(PACT) Partners in Augmentative Communication Training: A Resource Guide for Interaction Facilitation Training for Children. 142p. 2mf. L2 ED 303 015

Carlson, Susan

Empowerment on Stage: Sarah Daniels' Agenda for Social Change. 11p. 1mf. L1 ED 302 868

Carr, David L.

Ethics Across-the-Curriculum. 13p. 1mf. L1 ED 303 113

Carter, Constance, Comp.

Optical Disk Technology. A Brief Guide to Materials in the Library of Congress. LC Science Tracer Bullet. 11p. 1mf. L1 ED 303 174

Science Fair Projects. LC Science Tracer Bullet. 16p. 1mf. L1 ED 303 339

Carty, Laurie

Developmental Peer Counseling and Health Promotion. 27p. 1mf. L1 ED 302 793

Cass, Mike

Motivation of Middle School Students. 4p. 1mf. L1 ED 303 495

Cassens, Jennifer R., Ed.

Nature's Classroom: A Program Guide for Camps and Schools. 126p. 2mf. L2 ED 303 309

Cassidy, Eileen

Reaching and Involving Black Parents of Handicapped Children in Their Child's Education Program. Final Report. Minority Outreach Project. 24p. 1mf. L1 ED 302 982

Chadsey-Rusch, Janis, Ed.

Project Directors' Annual Meeting Conference Proceedings (3rd, Washington, D.C., December 10-11, 1987). 134p. 2mf. L1 ED 303 003

Chand, Krishan

Effectiveness, Productivity, and Excellence in American Schools. 15p. 1mf. L1 ED 302 949

Handbook for Improving the Effectiveness of the School Board Members in America. 59p. 1mf. L1 ED 302 901

Chandler, David, Comp.

Child Care. Exemplary Prevocational Programs for the Educable Mentally Retarded in Mississippi. PVO Unit XI--Miniunits 1-9. 83p. 1mf. L1 ED 302 720

Geriatrics. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XII--Miniunits 1-14. 122p. 2mf. L1 ED 302 721

Sewing. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XIII--Miniunits 1-10. 94p. 1mf. L1 ED 302 722

Chaniot, Janet

Greening the Global Village: The Administrative Imperative To Educate Students for Global Awareness. 73p. 1mf. L1 ED 303 390

Chase, Shirley A.

Study of the Vocational Assessment Process as Applied to Vocational Education. Final Report. 78p. 1mf. L1 ED 302 640

Cheney, Lynne V.

Humanities in America. A Report to the President, the Congress, and the American People. 49p. 1mf. L1 ED 303 408

Cheng, Barbara Davis

Profile of Selected Women Leaders: Toward a New Model of Leadership. 8p. 1mf. L1 ED 303 397

Cherlin, Andrew J.

Changing American Family and Public Policy. 263p. mf. L3 ED 303 554

Chisman, Forrest P.

Jump Start. The Federal Role in Adult Literacy. Final Report of the Project on Adult Literacy. 47p. 1mf. L1 ED 302 675

Chiu, Catania

Study of Self-Concept of Cambodian Children in Two Richmond Public Schools. 34p. 1mf. L1 ED 303 559

Chomsky, Carol

Doing Science: Constructing Scientific Theories as an Introduction to Scientific Method. Scientific Theory and Method Project (STAMPS). Technical Report. 93p. 1mf. L1 ED 303 362

Clark, Paul A.

Case Study of Two Corsini 4R Magnet Schools. 16p. 1mf. L1 ED 302 907

Claydon, Leslie F.

Development of Justifications for Moral Judgements. 33p. 1mf. L1 ED 303 259

Clement-Godin, Lise

Transition from School to Employment for the "At Risk" Student: Two Models. 21p. 1mf. L1 ED 302 802

Clement, John

Learning via Model Construction and Criticism: Protocol Evidence on Sources of Creativity in Science. 99p. 2mf. L1 ED 303 357

Clements, Susan

Broken Hoop. 27p. 1mf. L1 ED 303 284

Cline, H. D.

Kentucky Principal: A Self Perception. 33p. 1mf. L1 ED 302 924

Cloud, Gayla Staples, Comp.

Selective Guide to Literature on Agricultural Engineering. Engineering Literature Guides, Number 4. 25p. mf. L3 ED 303 325

Cloud, Nancy

ESL in Special Education. ERIC Digest. 3p. 1mf. L1 ED 303 044

Cohn, Marilyn M.

"Talks with Teachers": A Preliminary Analysis. 38p. 1mf. L1 ED 303 418

Cohn, Sheryl L.

Working with the School Age Child: Activities to Enrich Your School Age Child Care Program. 15p. 1mf. L1 ED 303 266

Colert, Sherril

Counselling Farmers Facing Situationally Determined Career Change. 15p. 1mf. L1 ED 302 798

Comerford, Ralph

Quality Assurance: Administrator's Panacea or Pandemonium. 18p. 1mf. L1 ED 302 756

Compas, Bruce E.

Stress and Psychological Symptoms in Single and Dual Parent Families. 16p. 1mf. L1 ED 302 754

Conklin, Nancy Faires

Teacher Training in Assessment. 27p. 1mf. L1 ED 303 439

Cool, Valerie A.

Testing Theories of Learning: Effects on High School Achievement. 19p. 1mf. L1 ED 302 746

Corbitt, Mary Kay

Using the Newspaper in Secondary Mathematics. 14p. 1mf. L1 ED 303 334

Corder, Lloyd E.

Communication-Based Training Programs and Evaluation Methods of Five Pittsburgh Hospitals. 22p. 1mf. L1 ED 302 867

Correa-Beningfield, Margarita

On the Interaction of Prototype and Language Transfer. 15p. 1mf. L1 ED 303 040

Correro, Gloria C.

Evaluating Social Competency Development of Kindergarten Students. 12p. 1mf. L1 ED 303 515

Costanza, Jean M.

Pope John Paul II's Address to Black Catholics: A Motive Analysis. 18p. 1mf. L1 ED 302 865

Cox, Ken

Industry/Electronics Education Joint Venture. 20p. 1mf. L1 ED 302 645

Creek, Roy J.

Measurement of Student Perceptions of Teaching Competencies. 10p. 1mf. L1 ED 303 453

Crisci, Pat E.

Results of the Two-Year Pilot of the the Achievement Formula That Applies the Correlates of Effective Schools and Recommendations of the "Excellence" Reports To Predict, Monitor, and Enhance Student Achievement. 94p. 1mf. L1 ED 302 923

Crosby, Alfred W.

Columbian Voyages, the Columbian Exchange, and Their Historians. Essays on Global and Comparative History. 34p. 1mf. L2 ED 303 417

Crosson, Patricia H.

Study of Public Service in Higher Education. ASHE 1988 Annual Meeting Paper. 30p. 1mf. L1 ED 303 065

Croxall, Allen

YES Canada--A Solution for Students at Risk. 28p. 1mf. L1 ED 302 794

Crystal, Eric

Culture in Crisis: Cambodian Refugees in California. 9p. 1mf. L1 ED 303 530

Culp, Delva M.

(PACT) Partners in Augmentative Communication Training: A Resource Guide for Interaction Facilitation Training for Children. 142p. 2mf. L2 ED 303 015

Currie, Charlotte E.

Current Trends in Public School Kindergarten: Full Days and Four-Year-Olds. Research Report. 17p. 1mf. L1 ED 303 242

Curwin, Richard L.

Discipline with Dignity. 279p. 3mf. L2 ED 302 938

Daems, Fr.

Requirements for the Use of Courseware in Mother Tongue Education. 13p. 1mf. L1 ED 303 035

Daigle, Bobby

Lafourche Parish Coastal Zone Curriculum Resource Unit. Bulletin 1834. 190p. 2mf. L1 ED 303 317

Daniel, Larry G.
Introducing New Organizational Structures in Education: The Importance of Understanding the Formation of Organizational Cultures.
29p. 1mf. L1 ED 303 272

Danziger, Pamela N.
Practical Downloading to Desktop Publishing: Enhancing the Delivery of Information.
7p. 1mf. L1 ED 303 181

Daresh, John C.
Status of Planned Learning Experiences for Educational Administrators.
12p. 1mf. L1 ED 302 935

Darou, Wes G.
Effective Treatment in Home-Based Services.
9p. 1mf. L1 ED 302 796

Datema, Thea
Program Description for the Phoenix Reception and Assessment Center.
14p. 1mf. L1 ED 302 791

David, Carol
Evaluating the Mathematics Scores of Students Who Participate in a School Store.
11p. 1mf. L1 ED 303 513

Davidson, Betty M.
Case against Using Stepwise Research Methods.
11p. 1mf. L1 ED 303 507

Davidson, Patricia S.
"Pies Are Hard To Find Out about..." An Inquiry into Children's Understanding of the Nature of Fractions. Technical Report.
109p. 2mf. L1 ED 303 361

Davis Hawke, Sharryl
Elementary Social Studies: Throwing Out the Baby with the Bath Water?
19p. 1mf. L1 ED 303 399

Davis, James E.
Elementary Social Studies: Throwing Out the Baby with the Bath Water?
19p. 1mf. L1 ED 303 399

Deal, Nancy
Missing Link: Internships in Professional Writing Programs.
12p. 1mf. L1 ED 302 855

Dean, Margie McGowan
Comparison of Differences in Extracurricular Activity Participation, Achievement, and Attitudes toward School of Public School Ninth Grade Students Attending Junior High School and Those Attending Senior High Schools in Mississippi.
9p. 1mf. L1 ED 303 494

DeGooyer, Janice
What's Wrong with This Picture? A Look at Working Women on Television.
25p. 1mf. L2 ED 303 146

Delaney, Mary
Care and Resources for Employees and Their Dependents.
56p. 1mf. L1 ED 303 251

Delattre, Edwin J.
Defining the Teacher's Task: Plato on Education.
26p. 1mf. L1 ED 303 396

Delidow, Stanley V.
Longitudinal Study of Retention in the C.O.O.R. ISD Area.
42p. 1mf. L1 ED 303 558

Delker, Paul V.
Toward the Vision of a Literate Society. Background Paper Prepared for Project on Adult Literacy.
51p. 1mf. L1 ED 302 679

DeMoulin, Donald F.
Measure of Common Variables Associated with Career Stages as Perceived by Principals and Teachers: Validation of a Model for Career Development.
24p. 1mf. L1 ED 303 422

deRosenroll, David A.
Goal Attainment Scaling: A Vehicle for Group Support in Career and Life Issues Exploration.
19p. 1mf. L1 ED 302 795

Dey, Eric L.
College Impact and Student Liberalism Revisited: The Effect of Student Peers. ASHE 1988 Annual Meeting Paper.
28p. 1mf. L1 ED 303 066

Dockrell, W. Bryan
Achievement, Assessment and Reporting. Selected Essays. SCRE Publication No. 97.
70p. 1mf. L2 ED 303 470

Donnelly, Margarita
Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29.
4p. 1mf. L1 ED 302 898

Downey, Geraldine
Employed Parents' Depression: Effects of Spouse Support and Child Behavior.
18p. 1mf. L1 ED 302 748

Downing, Hunter
Effects of Self-Generated Examples on Retention of Selected Concepts.
21p. 1mf. L1 ED 303 501

Driscoll, Frank
Perspective on Academic Computing Today.
11p. 1mf. L1 ED 303 154

Drover, G.
Future Directions for Urban Social Planning in Canada. U.B.C. Planning Papers: Discussion Papers #11.
23p. 1mf. L1 ED 303 564

Druger, Marvin, Ed.
Science for the Fun of It. A Guide to Informal Science Education.
137p. 2mf. L2 ED 303 318

Duckworth, Eleanor
Understanding Equilibrium: The Study of Complex Systems. Final Project Report.
69p. 1mf. L1 ED 303 360

Dunaway, Avtar
Bathing Techniques for Children Who Have Cerebral Palsy.
18p. 1mf. L2 ED 303 010
Writing Techniques and Adaptations for Home and Classroom.
18p. 1mf. L2 ED 303 011

Duncan, Ann
Internal Construct Validation Study of the "Iowa Tests of Basic Skills" (Level 12, Form G) Reading Comprehension Test Items.
24p. 1mf. L1 ED 303 481

Duncan, Mary Ellen
Assessing the Institutional Effectiveness of Community and Technical Colleges.
67p. 1mf. L1 ED 303 193

Dunn, Nancy
Integrating Computers and Electronic Technology into the Curriculum for Students with Multiple Handicaps.
78p. 1mf. L1 ED 303 017

DuRapau, Theresa M.
Benefits of Using Planned Comparisons Rather Than Post Hoc Tests: A Brief Review with Examples.
15p. 1mf. L1 ED 303 490

Durning, Alan B.
Action at the Grassroots: Fighting Poverty and Environmental Decline. Worldwatch Paper 88.
75p. 1mf. L2 ED 303 350

Eagle, Eva E.
Determinants of Postsecondary Educational Attainment for 1980 High School Seniors.
8p. 1mf. L1 ED 303 475

Eberhard, Raymond G.
Dropout Prevention Strategies.
8p. 1mf. L2 ED 302 897

Edgar, Eugene
Longitudinal Study of Graduates of Special Education. Keynote Presentation.
15p. 1mf. L1 ED 303 004

Ediger, Marlow
Futurism in Vocational Education.
11p. 1mf. L1 ED 302 647
Intonation, the Student, and the Language Arts.
10p. 1mf. L1 ED 302 859
Listening in the School Curriculum.
8p. 1mf. L1 ED 302 808
Motivation in the Reading Curriculum.
13p. 1mf. L1 ED 302 805
Perspectives in Teaching Reading.
9p. 1mf. L1 ED 302 818
Reform in the Reading Curriculum.
18p. 1mf. L1 ED 302 839

Edler, Kristine Winkle
Effect of Using Predictions on a Reader's Comprehension.
48p. 1mf. L1 ED 302 835

Edsall, Shirley
Study of the Design and Testing of Values To Be Derived in the Training of Librarians through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship.
44p. 1mf. L1 ED 303 160

Edwards, Jean
Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth.
73p. 1mf. L1 ED 303 019

Edwards, Lynne
Academic Staff Secondment and Exchange between Colleges of Education and Schools.
87p. 1mf. L2 ED 303 300

Egelston-Dodd, Judy, Ed.
Connections: Vocational Rehabilitation Training Package for Transition to College Trainers Manual .
102p. 2mf. L1 ED 302 995

Eidell, Terry
What We Know about Administering Enrollment Decline and Fiscal Retrenchment in Schooling.
18p. 1mf. L1 ED 303 303

Eisenberg, Helen
Omnibus of Fun. Volume 1. A Treasury of Fun for Recreation Leaders.
168p. 2mf. L2 ED 303 315

Eisenberg, Larry
Omnibus of Fun. Volume 1. A Treasury of Fun for Recreation Leaders.
168p. 2mf. L2 ED 303 315

Elderkin-Thompson, Virginia D.
Field Dependency in Relation to Sex-Role Self-Concept: A New Look.
30p. 1mf. L1 ED 302 767

Elmen, Julie D.
Adolescent Responsibility, Parent-Child Relations, and School Performance.
34p. 1mf. L1 ED 303 253

Empson, Judith V.
Impact Evaluation of the Resource Access Projects, 1986-1987.
198p. 3mf. L1 ED 303 021
Impact Evaluation of the Resource Access Projects, 1983-1984.
209p. 3mf. L1 ED 303 020

Engelbrecht, Pamela Noyes
User Surveys. SPEC Kit 148.
120p. 2mf. L2 ED 303 183

Enger, John M.
Development, Validation, and Use of an Item Bank for Police Promotion Examinations.
6p. 1mf. L1 ED 303 496

English, Fenwick W.
Curriculum Auditing.
368p. 4mf. L1 ED 302 912

Enslev, Lisbeth
Changing Patterns of Finance in Higher Education. Country Study: Denmark. OECD Educational Monographs.
37p. 1mf. L2 ED 303 105

Erdmann, Charlotte A., Comp.
Selective Guide to Literature on Mining Engineering. Engineering Literature Guides, Number 6.
43p. mf. L3 ED 303 331

Erickson, Geraldine
Teacher Perspectives and Educational Innovation.
23p. 1mf. L1 ED 302 931

Escala, Miguel J.
Alternative Model for the Assessment of Organizational Effectiveness for Higher Education Institutions in Developing Countries. ASHE 1988 Annual Meeting Paper.
63p. 1mf. L1 ED 303 071

Espenshade, Thomas J.
Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States.
79p. 1mf. L2 ED 303 567

Etheridge, George
Comparison of Black and White Middle Class Children's Performance on Three Ability Measures.
12p. 1mf. L1 ED 303 545

Evans, Joanna, Comp.
Optical Disk Technology. A Brief Guide to Materials in the Library of Congress. LC Science Tracer Bullet.
11p. 1mf. L1 ED 303 174

Evans, Karen
Progression into Engineering. Building Bridges between Education, Training and Employment.
190p. 2mf. L1 ED 302 663
Progression into Engineering. Building Bridges between Education, Training and Employment.
36p. 1mf. L1 ED 302 662

Falkenhainer, Brian
Interdependencies of Theory Formation, Revision, and Experimentation.
26p. 1mf. L1 ED 303 524

Fallek, Max
Competitive Edge.
20p. 1mf. L1 ED 302 658

Fallick, Arthur L.
Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987.
153p. 2mf. L1 ED 303 566

Farber, Evan Ira
Turning Students into Readers: Librarians and Teachers Cooperating.
11p. 1mf. L1 ED 302 807

Farland, Ronnald W.
Transfer and Articulation with Four-Year Colleges and Universities: A Report.
19p. 1mf. L1 ED 303 224

Farley, Timothy L.
Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduates.
22p. 1mf. L1 ED 302 831

Federico, Pat-Anthony
Computer-Based and Paper-Based Measurement of Semantic Knowledge.
34p. 1mf. L1 ED 303 518

Feltovich, Paul J.
Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820

Fenholt, Janet S.
Ready to Read!
119p. 2mf. L1 ED 302 840

Fenton, Ray
Improving Teacher-Supervisor Communication through Modification of the Communication Context: An Examination of the Effects of Cooperative, Supervisor Controlled, and Minimal Evaluation on Instruction and the Teacher-Supervisor Relationship.
28p. 1mf. L1 ED 302 875

Ferguson, William F.
Pilot Testing of a Needs Assessment Instrument in a Mississippi School District.
13p. 1mf. L1 ED 303 502

Fink, John S.
How One School District Implemented Site-Based School Improvement Planning Teams.
32p. 1mf. L1 ED 302 888

Firestone, William A.
Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools.
138p. 2mf. L1 ED 303 535

Fisher, Craig R.
Review of the Literature of Research into Separation Anxiety: Its Causes and Its Meaning to the Caregiver in the Childcare Center.
27p. 1mf. L1 ED 303 267

Fletcher, Richard K. Jr.
Strategies and Effectiveness of Rural Schools/University Collaborations.
68p. 1mf. L1 ED 303 299

Flinders, Neil J.
Impact of Changing World Views on Educational and Legal Philosophy: The United States as Exemplar.
15p. 1mf. L1 ED 302 963

Fong, Margaret L.
Mediators of Stress and Role Satisfaction in Multiple Role Persons.
42p. 1mf. L1 ED 302 772

Forest, Jan
Integrated Occupational Program: Information Manual for Administrators, Counsellors, and Teachers. Interim 1988.
92p. 1mf. L2 ED 302 994

Foster, Susan E.
Professionalization of the Adult Literacy Workforce. Background Paper Prepared for Project on Adult Literacy.
35p. 1mf. L1 ED 302 680

Fowler, Will
Decoding Skills and the Remedial Reading Program.
14p. 1mf. L1 ED 302 811

Fox, Robert
ESL Program Administration in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 303 045

Foyle, Harvey C.
Cooperative Learning in the Middle School.
15p. 1mf. L1 ED 302 866

Frank, Donald G.
Leadership in a Major Science-Engineering Library: Social and Political Factors and the Need to Communicate.
20p. 1mf. L1 ED 303 189

Franklin, Cynthia
University Based Alternative School for High School Dropouts.
34p. 1mf. L1 ED 302 930

Franklin, Hugh Lockwood, Comp.
Selective Guide to Literature on Mechanical Engineering. Engineering Literature Guides, Number 2.
24p. mf. L3 ED 303 330

Franks, M. E.
Using the Gap Reduction Model To Evaluate a Successful Bilingual/ESL Program.
22p. 1mf. L1 ED 303 505

Frans, Dini
Teaching Curriculum Goals in Routine Environments: A Manual for the Instruction of Multi-Handicapped Students.
132p. 2mf. L2 ED 302 987

Freedman, Marc
Partners in Growth: Elder Mentors and At-Risk Youth.
95p. 1mf. L2 ED 303 561

Frenette, Micheline
Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report.
200p. 3mf. L1 ED 303 375

Freudenburg, William R.
Rural-Urban Differences in Environmental Concern: A Closer Look.
53p. 1mf. L1 ED 303 280

Freyd, Pamela
Logo and Lexical Categories.
12p. 1mf. L1 ED 303 144

Friedman, Lawrence B.
Can Prior Knowledge Hurt Text Comprehension? An Answer Borrowed from Plato, Aristotle, and Descartes.
14p. 1mf. L1 ED 302 843

Fujita, Pamela
Picture Improves: A Look at the 1984 Television Season. An Analysis of Female TV Characters on Programs Premiering in 1984.
16p. 1mf. L2 ED 303 147

Funderburg, Jean
Administrator Training Program. A Model of Educational Leadership.
16p. 1mf. L1 ED 302 882

Gaddy, Gary D.
High School Order and Academic Achievement.
43p. 1mf. L1 ED 303 434

Gagne, Gilles
Le Developpement du francais oral soutenu par l'analyse du langage, 3e-6e annee (The Development of Sustained Oral French through Language Analysis, Grades 3-6). Serie: Le Francais a l'ecole primaire. Documentation pedagogique numero 9.
131p. 2mf. L2 ED 303 042
Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11.
61p. 1mf. L2 ED 303 043

Gaides, G. Edward
Density: A Definition, a Concept, or Both?
9p. 1mf. L1 ED 303 336

Galbraith, James D.
Analyzing Marketing Strategies Designed To Increase Minority Student Enrollment at Selected Urban Community Colleges.
34p. 1mf. L1 ED 303 205

Galloway, James W.
Usage Rates among TWU-ERIC and Other ERIC Bibliographic Systems on the Texas Woman's University, Denton, Campus.
15p. 1mf. L1 ED 303 162

Gamoran, Adam
Instruction and the Effects of Schooling.
38p. 1mf. L1 ED 303 435

Gampert, Richard D.
Follow-Up Study of the 1982-83 Promotional Gates Students. OEA Evaluation Report.
50p. 1mf. L1 ED 303 556

Gardiner, John J.
Criteria for Pruning Academic Programs: Actual vs. Ideal. ASHE 1988 Annual Meeting Paper.
28p. 1mf. L1 ED 303 079

Garland, Corrine W.
Administrative Challenges in Early Intervention.
25p. 1mf. L1 ED 302 965

Gatherer, W. A.
Academic Staff Secondment and Exchange between Colleges of Education and Schools.
87p. 1mf. L2 ED 303 300

Gegen, Louis
Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments.
80p. 1mf. L1 ED 303 024

Gelb, Steven
Guide to Working with Minority Language Students in Special Education.
39p. 1mf. L1 ED 302 990

Gelman, Michael A.
Crazy Critters: Creating New Life Forms in Logo.
17p. 1mf. L1 ED 303 137

George, G. Yvetta
Another Look at Second Graders Occupational Choices: Five Years Later.
10p. 1mf. L1 ED 303 511

Gerritz, Bill
Peer Assisted Leadership from a Trainer's Perspective: Implications for Practice.
25p. 1mf. L1 ED 302 943

Gibbs, Shirley
Needs Assessment of Hospitality/Tourism Industry in Kentucky.
103p. 2mf. L1 ED 302 652

Gifford, Vernon D.
Comparison of Differences in Extracurricular Activity Participation, Achievement, and Attitudes toward School of Public School Ninth Grade Students Attending Junior High School and Those Attending Senior High Schools in Mississippi.
9p. 1mf. L1 ED 303 494

Gillett, James Stephen
Student Achievement in English-Ukrainian Partial Immersion Programs.
81p. 1mf. L1 ED 303 031

Gillman, Thomas V.
Change in Public Education: A Technological Perspective. Trends & Issues, Series Number 1.
32p. 1mf. L1 ED 302 940

Gilman, David A.
Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County.
42p. 1mf. L1 ED 302 878

Gimmestad, Beverly
Potpourri of Pascal Programs.
37p. 1mf. L1 ED 303 359

Gittins, Naomi E., Ed.
Fighting Drugs in the Schools: A Legal Manual.
143p. 2mf. L2 ED 302 916

Glasgow, Nina
Nonmetro Elderly: Economic and Demographic Status.
46p. 1mf. L1 ED 303 296

Glazer, Judith S.
Designing and Implementing a Collaborative Model for Minority Recruitment. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 078

Goldenberg, E. Paul
Metaphors for Understanding Graphs: What You See Is What You See.
30p. 1mf. L1 ED 303 369

Gore, Deborah, Ed.
From Iowa to the White House.
31p. 1mf. L1 ED 303 407

Gorrell, Jeffrey
Effects of Self-Generated Examples on Retention of Selected Concepts.
21p. 1mf. L1 ED 303 501

Gourlay, Traci
Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches.
16p. 1mf. L1 ED 302 998

Gourley, Frank A., Jr.
Assessment of Knowledge and Skills Needed in Selected Engineering Technician Fields: Mechanical/Manufacturing/Industrial.
137p. 2mf. L1 ED 302 627

Grady, Marilyn L.
Clinical Experiences in Educational Administration: A Selected Bibliography, 1960-1987. A UCEA Resource Document, #1402.
30p. 1mf. L1 ED 302 955

Graham, Roberta
Sense of History: A Reference Guide to Alaska's Women 1896-1985. Alaska Historical Commission Studies in History No. 179.
135p. 2mf. L1 ED 303 281

Greenberg, James D.
University High School: An Early Intervention Collaboration "From Scratch".
32p. 1mf. L1 ED 303 465

Greene-Black, Jayne
Career Development Potential of University Students with Learning Disabilities.
20p. 1mf. L1 ED 302 799

Greenland, Annette
Method for Assessing Institution-Wide Responsiveness to Adult Undergraduates in Traditional Colleges and Universities. ASHE 1988 Annual Meeting Paper.
35p. 1mf. L1 ED 303 077

Grigsby, Lindle
Adult Learning Handbook.
43p. 1mf. L2 ED 302 628

Grossman, Gary M.
Assessing the Institutional Effectiveness of Community and Technical Colleges.
67p. 1mf. L1 ED 303 193
Secondary Vocational Training in Technologically Intensive Industries in Arizona: New Directions in Rural Education.
45p. 1mf. L1 ED 302 641

Guenther, John E.
Using the Newspaper in Secondary Mathematics.
14p. 1mf. L1 ED 303 334
Using the Newspaper in Secondary Science.
28p. 1mf. L1 ED 303 333

Guernsey, Marsha A.
Classroom Management: Theory into Practice.
9p. 1mf. L1 ED 302 874

Guyton, John W.
Measure of Common Variables Associated with Career Stages as Perceived by Principals and Teachers: Validation of a Model for Career Development.
24p. 1mf. L1 ED 303 422

Hadley, Linda
Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

Haislett, Judith E.
Career Planning and Academic Skills Workshops for Incoming Freshmen.
11p. 1mf. L1 ED 302 787

Hale-Benson, Janice
Visions for Children: African American Early Childhood Education Program.
22p. 1mf. L1 ED 303 269

Hall, Barbara Ann
Mt. San Antonio College Matriculation Study: Preliminary Findings, Fall 1986-Spring 1988.
24p. 1mf. L1 ED 303 207
Waiver Study, Fall 1987-Spring 1988. Focus Study, Mt. San Antonio College.
26p. 1mf. L1 ED 303 208

Hall, William C.
Aspects of Western Subanon Formal Speech. Publications in Linguistics. Publication Number 81.
209p. 3mf. L1 ED 303 038

Hammond, Laura A.
Mediators of Stress and Role Satisfaction in Multiple Role Persons.
42p. 1mf. L1 ED 302 772

Hanna, John
Vocational Training for Economic Development: A Report on the Business/Industry Relationships with the Kansas Community Colleges and Area Vocational-Technical Schools, 1987-88 Academic Year.
64p. 1mf. L1 ED 303 228

Hanson, Charles D.
Language of Library Leadership: Effective Communication.
32p. 1mf. L1 ED 303 188

Hanson, E. Mark
Decentralization and Regionalization in Educational Administration: Comparisons of Venezuela, Colombia and Spain.
37p. 1mf. L1 ED 302 873

Hanson, Randall K.
Legal Liability of Children and Parents in North Dakota.
47p. 1mf. L1 ED 303 235

Hardy, Cynthia
University Context and Strategy Making. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 092

Harmon, Adrienne S.
Annotated Bibliography on Transition from School to Work. Volume 3.
284p. 3mf. L1 ED 303 026

Harris, April L.
Special Events: Planning for Success.
82p. 1mf. L2 ED 303 121

Hartley, Duane L.
Mild Depression: Its Relation to Stress, Coping and Gender.
18p. 1mf. L1 ED 302 784

Hathale, Roger
Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

Hayes, Christopher G.
Language, Meaning, and Knowledge: Empowering Developmental Students To Participate in the Academy.
33p. 1mf. L1 ED 302 848

Hazzard, Terry
Affirmative Action and Women in Higher Education.
21p. 1mf. L1 ED 303 416

Head, L. Quinn
Effects of Trait Anxiety on State Anxiety and Perception of Test Difficulty for Undergraduates Administered High and Low Difficulty Tests.
12p. 1mf. L1 ED 303 509

Head, Ronald B.
PVCC New Student Profile, Fall Semester 1988. Research Report Number 2-89.
23p. 1mf. L1 ED 303 229

Heard, Frank B.
Development of an Articulation Model between Shelby State Community College and Two Comprehensive State Universities.
107p. 2mf. L1 ED 303 198

Hedge, Russell E.
Training Parents of Developmentally Delayed Children in Rural Areas.
35p. 1mf. L1 ED 302 979

Heidari, Khosrow
Measuring School Effectiveness Using Hierarchical Linear Models.
22p. 1mf. L1 ED 303 477

Heise, Lori L.
Effects of Writing on Elementary School Students' Reading Comprehension.
40p. 1mf. L1 ED 302 854

Helburn, Suzanne
Two Traditions in Economics: Implications for Teaching U.S. and World History.
31p. 1mf. L1 ED 303 401

Heller, Barbara R.
Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City. Case 07-88.
166p. 2mf. L1 ED 303 342

Helms, Lelia B.
Dismissals of Tenured Faculty for Incompetence: An Analysis of Litigation Patterns. ASHE 1988 Annual Meeting Paper.
27p. 1mf. L1 ED 303 067

Henry, Floreen Barger
Text-Frame Relationships and ESL.
14p. 1mf. L1 ED 303 037

Herbster, Douglas L.
Integrating Learning Styles, Critical Thinking, and Models of Teaching in the Student Teaching Experience.
15p. 1mf. L1 ED 303 462

Herman, Joan L.
Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports.
37p. 1mf. L1 ED 303 389

Heslin, Richard
When Salespeople Touch Customers: Reactions and Perceptions.
24p. 1mf. L1 ED 302 745

Hewes, Dorothy W.
Early Childhood Program Administrators and Parents from Third World Countries.
13p. 1mf. L1 ED 303 250

Hickrod, G. Alan
Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8.
38p. 1mf. L1 ED 302 889

Hiebert, Bryan
Cognitive Strategies for Mentally Handicapped Clients.
21p. 1mf. L1 ED 302 800

High, Reginald M.
Teacher Involvement: A Message for "Restructurers."
20p. 1mf. L1 ED 302 915

Higuchi, Yoshio
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6.
56p. 1mf. L1 ED 302 686

Hilton, Matthew M. F.
Impact of Changing World Views on Educational and Legal Philosophy: The United States as Exemplar.
15p. 1mf. L1 ED 302 963

Hinckley, Richard
Community College Advanced Technology Centers: Meeting America's Need for Integrated, Comprehensive Economic Development.
12p. 1mf. L1 ED 302 735

Hirshon, Arnold
Library Collections Inventory. Report to the VCU Board of Visitors.
26p. 1mf. L1 ED 303 179
Hisada, Paul
Studying Student Retention: The Requirements and Process of Retention Research.
41p. 1mf. L1 ED 303 210
Hoagwood, Kimberly
Blame among Adult Women Sexually Abused as Children.
36p. 1mf. L2 ED 302 777
Hochhauser, Mark
AIDS: It's Not What You Know, It's What You Do.
13p. 1mf. L1 ED 302 761
Hochner, Arthur
Job-Saving Strategies: Worker Buyouts and QWL.
355p. 4mf. L2 ED 302 729
Hodge, Susie L.
Study of the Attitudes and Perceptions of Principals toward the Adopt-a-School Program and Related Program Characteristics.
37p. 1mf. L1 ED 302 927
Hoffman, Preston Jones
Evaluative Directory to Producers and Distributors of Unabridged Books on Cassette Tape. Occasional Papers Number 184.
40p. 1mf. L2 ED 303 167
Hoffman, Stevie
Analysis of Language Transactions within the Storybook Reading Environment in Selected Out-of-Home Childcare Centers.
61p. 1mf. L1 ED 302 816
Holmes, Cooper B.
Head-Injured College Student.
81p. mf. L3 ED 303 002
Holmes, Deborah
Comparison of Counseling Supervisors' and Trainees' Perceptions of Development.
15p. 1mf. L1 ED 302 773
Holohan, Ronald J.
QUEST: A Model Transfer Program and Evaluation of QUEST Program.
104p. 2mf. L1 ED 303 209
Holten, Christine
Dialog Journals: A Window on the Act of Language Teaching.
26p. 1mf. L1 ED 303 030
Honig, Alice Sterling

Baby Moves: Relation to Learning.
20p. 1mf. L1 ED 303 273
Hoover, Jeffrey
Selected Publications Concerning Byzantine and Neo-Byzantine Music: An Annotated Bibliography.
7p. 1mf. L1 ED 303 387
Hossler, Don
Differences in Family Influences on College Attendance Plans for Male and Female Ninth Graders. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 075
Houde, Richard
From Recitation to Construction: Teachers Change with New Technologies. Technical Report.
27p. 1mf. L1 ED 303 371
Hoven, Debra
"What Is My Problem?" A Case Study of an Adult Indonesian E.S.L. Learner in Australia.
18p. 1mf. L1 ED 303 039
Howard, Esther M.
Evaluating Social Competency Development of Kindergarten Students.
12p. 1mf. L1 ED 303 515
Howell, Robert J.
Professional Standards of Practice in Child Custody Examinations.
15p. 1mf. L1 ED 302 762
Hudelson, Sarah
Children's Writing in ESL. ERIC Digest.
3p. 1mf. L1 ED 303 046
Huebner, Ingrid Udris
Get that Job!
13p. 1mf. L1 ED 302 690
Hughes, Mary-alayne
Staffing Patterns and Team Models in Infancy Programs.
19p. 1mf. L1 ED 302 969
Hulchanski, J. D.
Future Directions for Urban Social Planning in Canada. U.B.C. Planning Papers: Discussion Papers #11.
23p. 1mf. L1 ED 303 564
Who Are the Homeless? What Is Homelessness? The Politics of Defining an Emerging Policy Issue. U.B.C. Planning Papers: Discussion Papers #10.
26p. 1mf. L1 ED 303 565
Hunter, Vincent Curtis
Academic Achievement and Self Attitudes: A Longitudinal Study with Background Controlled.
13p. 1mf. L1 ED 303 526
Hutinger, Patricia L.
Linking Screening, Identification, and Assessment with Curriculum.
39p. 1mf. L1 ED 302 966
Iadevaia, David G.

Study of the Relationship between Student Placement Test Scores and Final Grades in Physics 121 at Pima College.
30p. 1mf. L1 ED 303 223
Impey, William
Staff Development: A Review of the Literature on Effective Programs and Recommendations for Future Program Development.
15p. 1mf. L1 ED 303 429
Ingle, Henry T.
Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology within the U.S. Hispanic Community. Revised Version.
25p. 1mf. L2 ED 303 157
Irving, Lori M.
Sexual Attitudes and Behavior of Bulimic Women: A Preliminary Analysis.
24p. 1mf. L1 ED 302 751
Irwin, Claire C.
What Research Tells the Principal about the Teaching of Values.
30p. 1mf. L1 ED 303 476
Irwin, Wallace, Jr.
Politics of International Sport: Games of Power. Headline Series No. 286.
76p. 1mf. L2 ED 303 395
Jacobson, Jeffrey D.
Facilitating Teacher Engagement.
49p. 1mf. L1 ED 303 438
Jagusch, Sybille A., Ed.
Japanese Children's Books at the Library of Congress: A Bibliography of Books from the Postwar Years, 1946-1985.
60p. 1mf. L1 ED 303 380
Jahn, Harvey R.
Continuity in Soviet Education--Another Gorbachev Hurdle.
36p. 1mf. L1 ED 302 913
Jefferson, Anne L.
Reconceptualization of the Budget Envelope.
12p. 1mf. L1 ED 302 939
Jenkins, Jeanne E.
Parental Separation Effects and Family Influences on Children's Divergent Thinking Abilities.
17p. 1mf. L1 ED 303 478
Jenks, Mark
Camping Out: An Outdoor Education Program.
81p. 1mf. L2 ED 303 013
Jensen, Marty
Technical Education Program in Partnership with Business and Industry through a Metropolitan Chamber of Commerce.
22p. 1mf. L1 ED 302 724
Jensen, Marvin D.
Increasing Cultural Literacy in the Basic Speech Communication Course.
8p. 1mf. L1 ED 302 860
Johansen, Kjeld
Frequency-Specific, Binaural Stimulation of Students with Reading and Spelling Difficulties.
14p. 1mf. L1 ED 302 809
Johansson, Olof
Study Assistance in Ten European Countries: Overview and Conceptual Framework.
86p. 1mf. L1 ED 303 053
Johnson, Lawrence J.
Program Evaluation: The Key to Quality Programming.
31p. 1mf. L1 ED 302 972
Johnson, Peg L.
Express Yourself: Communication Disabilities Need Not Be Handicaps.
182p. 2mf. L2 ED 303 012
Johnson, Willard L.
Training Parents of Developmentally Delayed Children in Rural Areas.
35p. 1mf. L1 ED 302 979
Jones, Elaine F.
Children's Use of Effort and Intentionality in Social Judgments of Others.
19p. 1mf. L1 ED 303 260
Jones, J. Reid
School District Variables as Predictors of Mathematics Achievement.
27p. 1mf. L1 ED 303 497
Jordan, June B., Ed.
Early Childhood Special Education: Birth to Three.
262p. 3mf. L1 ED 302 964
Jorde-Bloom, Paula
Great Place to Work: Improving Conditions for Staff in Young Children's Programs.
83p. 1mf. L1 ED 303 265
Training and Qualifications of Child Care Center Directors.
28p. 1mf. L1 ED 303 255
Junqueira, Carmen
Aripuana Park and the Polonoroeste Programme. IWGIA Document No. 59.
113p. 2mf. L1 ED 303 285
Kaneko, Motohisa
Changing Patterns of Finance in Higher Education. Country Study: Japan. OECD Educational Monographs.
85p. 1mf. L2 ED 303 104
Kangas, Jon
Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District. Institutional Research Report Number 74.
53p. 1mf. L1 ED 303 219
Kanter, Martha
Review of Out-of-State/Out-of-Country Fees.
22p. 1mf. L1 ED 303 225
Karnes, Merle B.
Model Programs for Infants and Toddlers with Handicaps.
43p. 1mf. L1 ED 302 967
Katz, Malcolm
Georgia Principals Identify Their Most Troublesome Administrative Problems: A 1988 Survey.
30p. 1mf. L1 ED 303 461
Georgia Superintendents Identify Their Most Troublesome Administrative Problems: A 1988 Survey.
27p. 1mf. L1 ED 303 460
Staff Development Coordinators Assess the Administrative Needs of Georgia's 186 Local School Systems: A 1988 Survey.
27p. 1mf. L1 ED 303 459
Keaster, Richard D.
Statistical Significance Testing: From Routine to Ritual.
15p. 1mf. L1 ED 303 514
Keckley, Denzil E.
Social-Technical Theory and Elementary Schools: An Exploratory Study.
17p. 1mf. L1 ED 303 510
Keedy, John L.
Evaluation of a Staff Development Program.
37p. 1mf. L1 ED 302 918
Keeley, E. J.
Institutional Research's Role in Enrollment Management: One Institution's Trials and Tribulations.
16p. 1mf. L1 ED 303 124
Keith, Marcia J.
Stimulated Recall and Teachers' Thought Processes: A Critical Review of the Methodology and an Alternative Perspective.
20p. 1mf. L1 ED 303 500
Keith, Timothy Z.
Testing Theories of Learning: Effects on High School Achievement.
19p. 1mf. L1 ED 302 746
Keller, Peter A.
Training MA Psychologists for Work in Rural Settings: Issues and Models.
12p. 1mf. L1 ED 302 768
Kelley, Dennie R.
Contrast/Comparison of Needs Assessment and Curricular Evaluation for Management Careers in Athletics and Intramurals.
23p. 1mf. L1 ED 303 451
Kelley, H. Paul
Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987.
19p. 1mf. L1 ED 303 472
Kelly, Diana K.
Marketing Higher Education to Adults.
25p. 1mf. L1 ED 302 664
Kendrick, Abby Shapiro, Ed.
Healthy Young Children: A Manual for Programs.
346p. 4mf. L2 ED 303 264
Kim, Gyu-Won
Organizational Context of Higher Order Thinking.
39p. 1mf. L1 ED 303 436
Kimeldorf, Martin
Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth.
73p. 1mf. L1 ED 303 019
Kinney, Thomas
Toward Telecommunications Strategies in Academic and Research Libraries. Ten Case Studies of Decision-Making and Implementation. An OMS Occasional Paper. OP14.
33p. 1mf. L2 ED 303 166
Kinzer, Allen O.
Education and the Global Marketplace.
11p. 1mf. L2 ED 302 685
Kipman, Daphna
Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions.
55p. 1mf. L1 ED 303 367
Kirby, Peggy C.
Reflective Teaching and Teacher Effectiveness: Measurement Considerations.
15p. 1mf. L2 ED 303 506
Kirk, Pamela A.
Discriminant Analysis of Teachers' Learning Styles: Profiled by Teaching Areas.
10p. 1mf. L1 ED 303 428
Kirkwood, Toni Fuss
Discovering China: A Three Week Teaching/Learning Unit for Upper Elementary Grades.
19p. 1mf. L1 ED 303 398
Kirts, Carla A.
Using the Local Vocational Advisory Council To Perform Program Assessment: A Case Study. A Final Report on the Fairbanks Vocational Education Assessment Project.
21p. 1mf. L1 ED 302 732
Kizer, Betty
Adlerian Therapy with Aggressive Children.
15p. 1mf. L1 ED 302 790
Klauke, Amy

School District Management Audit. ERIC Digest Series Number EA31.
4p. 1mf. L1 ED 302 900
Klein, Charlie
AIDS Policies and Resources for Community Colleges.
46p. 1mf. L1 ED 303 192
Klein, Gerald A.
State Level Perspective of the Model: The State Department of Education as a Change Agent.
10p. 1mf. L1 ED 302 886
Klein, Marsha Dunn
Bathing Techniques for Children Who Have Cerebral Palsy.
18p. 1mf. L2 ED 303 010
Dressing Techniques for Children Who Have Cerebral Palsy.
14p. 1mf. L2 ED 303 008
Feeding Techniques for Children Who Have Cleft Lip and Palate.
10p. 1mf. L2 ED 303 009
Writing Techniques and Adaptations for Home and Classroom.
18p. 1mf. L2 ED 303 011
Kleiner, Kathleen A.
Infants' Recognition of Facial Expressions from Partial Features of the Face.
6p. 1mf. L1 ED 303 258
Kliman, Marlene
Metaphors for Understanding Graphs: What You See Is What You See.
30p. 1mf. L1 ED 303 369
Kline, Jane
Case Study in Teacher-Centered Curriculum Development: The Process in Walpole Public Schools.
41p. 1mf. L1 ED 302 891
Knasel, E. G.
Adult Unemployment and the Curriculum: A Manual for Practitioners. FEU/REPLAN Project Report.
64p. 1mf. L1 ED 302 727
Knight, Carol Bugg
Effects of Trait Anxiety on State Anxiety and Perception of Test Difficulty for Undergraduates Administered High and Low Difficulty Tests.
12p. 1mf. L1 ED 303 509
Knox-Harbour, Pamela L.
Order Out of Chaos: A Structural Analysis of Group Therapy.
43p. 1mf. L1 ED 302 778
Koech, Michael Kipkorir
Development and International Environmental Education.
24p. 1mf. L1 ED 302 932
Kolenc, Koleen
Mild Depression: Its Relation to Stress, Coping and Gender.
18p. 1mf. L1 ED 302 784
Komori, Gloria
Care and Resources for Employees and Their Dependents.
56p. 1mf. L1 ED 303 251
Konold, Clifford
Understanding Students' Beliefs about Probability.
30p. 1mf. L1 ED 303 358
Kontiainen, Seppo
Integrating Information in Conceptual Models. Use of an Information Structure in Building Conceptual Models for Behavioural Studies. Research Bulletin 70.
70p. 1mf. L1 ED 303 454
Kosberg, Roberta L.
Enhancing Trait Argumentativeness and Skill in Arguing: A Review of Instructional Methods.
23p. 1mf. L1 ED 302 857
Kroll, H. Rebecca
Language, Leadership and Librarians.
17p. 1mf. L1 ED 303 187
Kuhlman, Jolynn S.
Interrelationships among Age, Sex, and Depth of Sport Experience on a Complex Motor Task by 4- to 9-Year Old Children.
27p. 1mf. L1 ED 303 423
Pattern of Relationships of Coincidence Anticipation With Age, Gender, and Depth of Sport Experience.
20p. 1mf. L1 ED 303 424
Kuhnert, Karl W.
Job Insecurity and Employee Well-Being.
20p. 1mf. L1 ED 302 752
Kurz-Riemer, Karen
Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children.
69p. 1mf. L1 ED 303 243
Kwalick, Barry
CUNY/BOE Student Mentor Program: A Collaborative Program. Mentor Handbook.
41p. 1mf. L1 ED 302 759
Ladousa, Kathleen R.
Enhancing Parental Involvement in Fourth Grade Reading.
130p. 2mf. L1 ED 302 815
Laframboise, Kathryn L.
Effects of Sentence-Combining Using Word Processing Technology on the Reading Comprehension and Writing Fluency of Low-Achieving Fourth Grade Students.
19p. 1mf. L1 ED 302 845
Lake, Sara
Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2.
19p. 1mf. L2 ED 303 553
Lampert, Magdalene
Teaching That Connects Students' Inquiry with Curricular Agendas in Schools. Technical Report.
32p. 1mf. L1 ED 303 370
Lamson, Sharon L.
Teacher Education for Future Generations: A Dynamic Process of Assessment and Evaluation.
44p. 1mf. L1 ED 303 466
Landers, Joanne
Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District. Institutional Research Report Number 74.
53p. 1mf. L1 ED 303 219
Langford, Peter E.
Development of Justifications for Moral Judgements.
33p. 1mf. L1 ED 303 259
LaShier, William
Using the Newspaper in Secondary Science.
28p. 1mf. L1 ED 303 333
Lavin, Richard J.
Adult Education and Technology Project Report 1987-1988.
26p. 1mf. L1 ED 302 725
Layzell, Daniel T.
Relationship between Environmental Factors and State Appropriations to Public Universities. ASHE 1988 Annual Meeting Paper.
38p. 1mf. L1 ED 303 088
Leach, Lynda N.
Annotated Bibliography on Transition from School to Work. Volume 3.
284p. 3mf. L1 ED 303 026
Lecours, Sylvie
Multicultural Resources for Literature. Grade One to Grade Six. Grade Seven to Grade Twelve.
33p. 1mf. L1 ED 303 292
Lee, Valerie E.
High-Achieving Black Students: What Characterizes the Schools They Attend and Their Academic Behaviors?
42p. 1mf. L1 ED 302 892
Leitner, David
Principal Instructional Management Behavior and School Effectiveness: An Organizational Perspective.
52p. 1mf. L1 ED 302 934
Leonard, Rex
Reading Habits of Students in Adult Basic Education and High School Equivalency Programs.
34p. 1mf. L1 ED 302 646
Lesko, Nancy
Conceptualizing Teacher Engagement.
46p. 1mf. L1 ED 303 437
Lester, Juliette N.
Coordinating Career Counseling and Occupational Information Systems in the United States.
15p. 1mf. L1 ED 302 803
Levin, Jill
Methodologies of Reading and Writing in Kindergarten.
71p. 1mf. L1 ED 302 834
Levine, Bruce
East Asia: The Yale Outreach Catalogue, 1988.
85p. 1mf. L1 ED 303 414
Levine, Phyllis
Longitudinal Study of Graduates of Special Education. Keynote Presentation.
15p. 1mf. L1 ED 303 004
Licata, Christine M.
State of Faculty Evaluation in Community, Technical, and Junior Colleges within the North Central Region, 1988-1989. A Research Study.
58p. 1mf. L1 ED 303 204
Lichtenberg, James W.
Order Out of Chaos: A Structural Analysis of Group Therapy.
43p. 1mf. L1 ED 302 778
Lidstone, John Graham
Study of the Use of Geography Textbooks by Selected Teachers in English Secondary Schools.
657p. 7mf. L1 ED 303 411
Lieberman, Janet E.
After Three Years: A Status Report on the International High School at LaGuardia Community College.
25p. 1mf. L1 ED 303 216
Liggett, Nina L.
Computer-Based and Paper-Based Measurement of Semantic Knowledge.
34p. 1mf. L1 ED 303 518
Lilja, Linnea D.
Analysis of Language Transactions within the Storybook Reading Environment in Selected Out-of-Home Childcare Centers.
61p. 1mf. L1 ED 302 816
Lima, Bruno R.
Mental Health Problems of Disaster Victims.
21p. 1mf. L1 ED 302 774
Linder, Toni W.
Administrative Challenges in Early Intervention.
25p. 1mf. L1 ED 302 965
Linn, Marcia C.
Curriculum Reformulation: Incorporating Technology into Science Instruction.
53p. 1mf. L1 ED 303 352
Linz, Mary Hubbard
Summary of the Minnesota Case Management Study. Brief Report #88-2.
46p. 1mf. L1 ED 302 989

Livieratos, Barbara B.
Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.
13p. 1mf. L1 ED 303 221
Lockheed, Marlaine E.
Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report.
194p. 3mf. L1 ED 303 353
Lombard, Juliana V.
Empirical Comparison of a Direct and an Indirect Method of Assessing Writing Proficiency.
62p. 1mf. L1 ED 303 519
Lord, Natalia
Mark Smith's Diary.
84p. 1mf. L1 ED 303 052
Louis, Karen Seashore
Entrepreneurs in Academe: Exploration of Behaviors among Life Scientists. ASHE 1988 Annual Meeting Paper.
45p. 1mf. L1 ED 303 102
University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.
77p. 1mf. L1 ED 303 100
Lundy, Katherina L. P.
Career Patterns and Role Performance of Part-Time Academics: The Impact of Sex and Setting. ASHE 1988 Annual Meeting Paper.
29p. 1mf. L1 ED 303 086
Lyday, Jack, Ed.
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators.
51p. 1mf. L1 ED 302 906
Lyddon, Jan W.
Relationship between Environmental Factors and State Appropriations to Public Universities. ASHE 1988 Annual Meeting Paper.
38p. 1mf. L1 ED 303 088
Lyman, Lawrence
Cooperative Learning in the Middle School.
15p. 1mf. L1 ED 302 866
Lynch, Daniel O.
Tobacco Use Behavior in Grades 5-12.
22p. 1mf. L2 ED 302 948
Lyons, Carol A.
Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced?
23p. 1mf. L1 ED 302 841
MacMillan, C. J. B.

Moral Dimensions of Curriculum Choices.
14p. 1mf. L1 ED 302 896
Madrazo, Gerry M., Jr., Ed.
Third Sourcebook for Science Supervisors.
194p. 3mf. L2 ED 303 319
Madsen, David
Indicators of Change in American Higher Education. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 068
Mager, Gerald M.
New York State Mentor Teacher-Internship Program for 1986-1987. A Report to the State Education Department.
206p. 3mf. L1 ED 303 421
Mahoney, Susan S.
Summary of Credit by Examination at the University of Texas at Austin 1986-1987.
22p. 1mf. L1 ED 303 058
Malcolm, Doreen
Cognitive Strategies for Mentally Handicapped Clients.
21p. 1mf. L1 ED 302 800
Maltby, Gregory P.
San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report.
209p. 3mf. L1 ED 303 286
Mandeville, Garrett K.
Measuring School Effectiveness Using Hierarchical Linear Models.
22p. 1mf. L1 ED 303 477
Manley, Loretta S.
Incorporating Children's Literature into the Elementary School Reading and Language Arts Curriculum: An Annotated Bibliography.
57p. 1mf. L1 ED 302 853
Marchant, Gregory J.
Attitudes toward Research-Based Effective Teaching Behaviors from Teachers, Principals, and College Faculties and Students.
18p. 1mf. L1 ED 303 449
Development and Uses of the Teaching Behaviors Questionnaire.
32p. 1mf. L1 ED 303 450
Marrett, Cora
Organizational Context of Higher Order Thinking.
39p. 1mf. L1 ED 303 436
Marsh, David D.
State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools.
50p. 1mf. L1 ED 303 432
Marsh, Robert
Effect of Unstructured Evaluation on Academic Integrity.
13p. 1mf. L1 ED 303 508
Martin, David L.

Computer Mapping Super Tuesday Results in the South.
11p. 1mf. L1 ED 303 410
Martin, David S.
Improving Cognitive Skills of Hearing-Impaired College Students. Final Report.
70p. 1mf. L1 ED 302 993
Marx, Fern
Child Care for the Children of Adolescent Parents: Findings from a National Survey and Case Studies. Working Paper No. 184.
74p. 1mf. L2 ED 302 937
Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174.
25p. 1mf. L2 ED 302 936
Mason, Jana M.
Learning To Read in Japan. Technical Report No. 449.
25p. 1mf. L1 ED 302 828
Preschool Children's Reading and Writing Awareness. Technical Report No. 442.
23p. 1mf. L1 ED 302 822
Mason, Peter
On-the-Job Training. A Tutor Guide for Training Job Instructors.
331p. 4mf. L1 ED 302 674
Mason, Stephen O.
Graduates of Doctoral Programs in Higher Education: Demographics and Career Patterns. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 073
Matiella, Ana Consuelo
Cultural Pride: Curriculum Unit. Latino Family Life Education Curriculum Series.
161p. 2mf. L2 ED 303 541
Cultural Pride: Student Workbook. Latino Family Life Education Curriculum Series.
92p. 1mf. L2 ED 303 542
La Familia: Curriculum Unit. Latino Family Life Education Curriculum Series.
152p. 2mf. L2 ED 303 543
La Familia: Student Workbook. Latino Family Life Education Curriculum Series.
90p. 1mf. L2 ED 303 544
Mauch, James E.
Analysis of Research and Lecturing Proposals That Meet Fulbright Quality Standards.
16p. 1mf. L1 ED 303 112
Maw, Carlyle E.
Determinants of Postsecondary Educational Attainment for 1980 High School Seniors.
8p. 1mf. L1 ED 303 475
Maxcy, Spencer J.
Moral Imagination and the Philosophy of School Leadership.
32p. 1mf. L1 ED 302 909
McAdoo, Harriette Pipes
Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182.
34p. 1mf. L2 ED 303 563
McAllister, Elizabeth A.
Study of Peer Tutors Using the Neurological Impress Method.
14p. 1mf. L1 ED 302 837
McAlpine, Amy
Student-Teachers Learning from Experienced Teachers.
65p. 1mf. L2 ED 303 301
McAnally, Patricia
Summary of the Minnesota Case Management Study. Brief Report #88-2.
46p. 1mf. L1 ED 302 989
McBee, Maridyth M.
How One School District Implemented Site-Based School Improvement Planning Teams.
32p. 1mf. L1 ED 302 888
McCarthy, Frederick J.
F. Y. I. Institutional Research Reports Numbers 1-6.
41p. 1mf. L1 ED 303 231
McCarthy, Martha M.
Under Scrutiny: The Educational Administration Professoriate.
216p. 3mf. L1 ED 302 953
McCollum, Jeanette A.
Defining the Infancy Specialization in Early Childhood Special Education.
17p. 1mf. L1 ED 302 970
Staffing Patterns and Team Models in Infancy Programs.
19p. 1mf. L1 ED 302 969
McGinn, Barbara
Rural-Urban Differences in Environmental Concern: A Closer Look.
53p. 1mf. L1 ED 303 280
McGonigel, Mary J.
Early Intervention Team Approaches: The Transdisciplinary Model.
21p. 1mf. L1 ED 302 971
McHaney, Jane
Staff Development: A Review of the Literature on Effective Programs and Recommendations for Future Program Development.
15p. 1mf. L1 ED 303 429
McIntyre, Charles
Review of Out-of-State/Out-of-Country Fees.
22p. 1mf. L1 ED 303 225
McKee, Christine C.
Gender Differences in the Career Paths of Educational Administrators in Pennsylvania.
26p. 1mf. L1 ED 302 876

McKenna, D. Douglas
Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program.
41p. 1mf. L1 ED 302 691

McKenna, Ellen
SWAS: School within a School. A Middle Level Dropout Intervention Program.
10p. 1mf. L1 ED 302 919

McKenna, Marian J.
Development and Validation of a Model for Text Coherency.
18p. 1mf. L1 ED 302 830

McLean, James E.
What Role Does Formal Education Play in the IQ-Age Relationship across the Adult Life-Span?
49p. 1mf. L1 ED 303 498

McMurray, Mary Anne
Identifying Domain-Specific Aspects of Critical Thinking Ability in Solving Problems in Biology.
16p. 1mf. L1 ED 303 517

McSwiney, Eileen
Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report.
14p. 1mf. L1 ED 303 374

Mealy, Nathan S.
Changes in School Psychology Practice: A Five Year Update.
15p. 1mf. L1 ED 302 782

Meha, Arapata T.
Student Retention: Catalyst for Institutional Change.
78p. 1mf. L1 ED 303 196

Melancon, Janet G.
Local Norms and Test Characteristics for Selected Forms of the M.A.A. Placement Test.
11p. 1mf. L1 ED 303 488
Measurement Characteristics of a "No-Guessing" Administration of the Finding Embedded Figures Test--Research Edition.
25p. 1mf. L1 ED 303 487
Nature of Field Independence: Percentiles and Factor Structure of the Finding Embedded Figures Test--Research Edition.
32p. 1mf. L1 ED 303 520

Melson, William
Cosmopolitan Media Use, Knowledge, and Attitudinal Differentiation of Countries.
28p. 1mf. L1 ED 302 870

Mendler, Allen N.
Discipline with Dignity.
279p. 3mf. L2 ED 302 938

Menges, Robert J.
Why Research May Underestimate Effects of Feedback from Student Ratings. ASHE 1988 Annual Meeting Paper.
10p. 1mf. L1 ED 303 083

Metz, Mary Haywood
Sources of Workers' Subcultures in Organization: A Case Study of a Public School Faculty.
26p. 1mf. L1 ED 303 433

Meznek, James
Recommendations for Reducing the Default Rate in the Guaranteed Student Loan Program.
30p. 1mf. L1 ED 303 226

Michael, Martha G.
Early Intervention for Infants with Deaf-Blindness.
53p. 1mf. L1 ED 302 986

Mikulecky, Larry J.
Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduates.
22p. 1mf. L1 ED 302 831
Effectiveness of Using Interactive Computer Programs To Model Textbook Reading Strategies for University and Community College Psychology and Biology Students.
28p. 1mf. L1 ED 302 810

Miles, Sue L.
How Does Your Garden Grow? Building Positive Environments for Children.
22p. 1mf. L1 ED 303 276

Miller, Jon D.
Origins of Interest in Science and Mathematics.
16p. 1mf. L1 ED 303 337

Miller, Marie
International Partnership in Health Care and Education.
13p. 1mf. L1 ED 303 123

Miller, Melinda
Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County.
42p. 1mf. L1 ED 302 878

Miller, Minor R.
Apprenticeship/Vocational Education--Skilled Work Force.
12p. 1mf. L1 ED 302 731
Workforce 2000: Education-Training-Skills.
15p. 1mf. L1 ED 302 730

Miller, Sandra W.
Entrepreneurship Education Instructor's Manual. Competency-Based Education.
318p. 4mf. L1 ED 302 654

Mincer, Jacob
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6.
56p. 1mf. L1 ED 302 686

Mindlin, Betty
Aripuana Park and the Polonoroeste Programme. IWGIA Document No. 59.
113p. 2mf. L1 ED 303 285

Mislevy, Robert J.
Consumer's Guide to LOGIST and BILOG.
76p. 1mf. L1 ED 303 473
Modeling Item Responses When Different Subjects Employ Different Solution Strategies.
58p. 1mf. L1 ED 303 474

Moberg, Goran
Merging Computer Writing & Collaborative Learning: The Role of Space in Room N779.
11p. 1mf. L1 ED 302 849

Mohamed, Othman
Cross-Cultural Perspectives in Counseling: Mental Health Conceptions in Malaysia.
28p. 1mf. L1 ED 302 766

Montague, Marjorie
Story Grammar and Learning Disabled Students' Comprehension and Production of Narrative Prose.
10p. 1mf. L1 ED 302 819

Moore, John O.
Factors Influencing Movement Consistency during the Learning/Performance of Perceptual Motor Tasks.
15p. 1mf. L1 ED 303 431

Moore, Mary T.
Patterns in Special Education Service Delivery and Cost.
249p. 3mf. L1 ED 303 027

Moore, Pamela S.
Suicide. Useful Information.
35p. 1mf. L1 ED 302 763

Moran, Robert F., Jr.
Communication: Essential for Leadership to a Public Good--an Information Infrastructure.
17p. 1mf. L1 ED 303 186

Moriya, Yasuyo
English Speech Rhythm and Its Teaching to Non-Native Speakers.
19p. 1mf. L1 ED 303 033

Moss, Jeffrey W., Comp.
Summaries of Research and Development Activities in Agricultural Education in the United States of America 1985-1986.
182p. 2mf. L1 ED 302 666

Motz, LaMoine L., Ed.
Third Sourcebook for Science Supervisors.
194p. 3mf. L2 ED 303 319

Mueser, Peter R.
Race and Geographical Mobility in the United States, 1940-1980.
32p. 1mf. L2 ED 303 533

Mullen, Cecilia P., Comp.
Selective Guide to Literature on Engineering Geology. Engineering Literature Guides, Number 7.
26p. mf. L3 ED 303 329

Muneses, Tricia
Effect of Attitude of Partner on Sex Role Attitudes.
13p. 1mf. L1 ED 302 783

Murphy, Joseph
Instructional Improvement and the Control of Schools.
29p. 1mf. L1 ED 302 961

Muscott, Howard S., Ed.
Prosocial Skills Training for Children with Emotional Disturbances (ED) and Behavioral Disorders (BD): The Journey of 1,000 Miles Begins with the First Few Steps.
31p. 1mf. L1 ED 302 976

Nagy, William
Morphological Families in the Internal Lexicon. Technical Report No. 450.
36p. 1mf. L1 ED 302 829

Nakatsu, Gail
Family Day Care Training Curriculum (Lao).
199p. 3mf. L1 ED 303 246
Family Day Care Training Curriculum.
132p. 2mf. L1 ED 303 244
Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese).
123p. 2mf. L1 ED 303 245

Nancarrow, Douglas
Improving Teacher-Supervisor Communication through Modification of the Communication Context: An Examination of the Effects of Cooperative, Supervisor Controlled, and Minimal Evaluation on Instruction and the Teacher-Supervisor Relationship.
28p. 1mf. L1 ED 302 875

Napier, Georgia
Evaluation of the Trends of Realism in Caldecott Winner and First Honor Books 1966-1986.
25p. 1mf. L1 ED 302 851

Nash, Nancy S.
Women Students with Dependent Children on Welfare: Educational Impact of Welfare Policy and Practice. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 097

Neill, George W.
Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1989 Edition.
129p. mf. L3 ED 303 141

Neill, Shirley Boes
Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1989 Edition.
129p. mf. L3 ED 303 141

Nelkin, Valerie
Family-Centered Health Care for Medically Fragile Children: Principles and Practices.
37p. 1mf. L1 ED 303 000

Nelson-LeGall, Sharon
Children's Use of Effort and Intentionality in Social Judgments of Others.
19p. 1mf. L1 ED 303 260

Nelson, Joan M.
Tinto's Model of College Withdrawal Applied to Women in Two Institutions.
37p. 1mf. L1 ED 303 214

Nelson, Orville
Corrections Education Evaluation System Model.
83p. 1mf. L1 ED 303 525

Nerad, Maresi
Vicious Cycle of Gender and Status at the University of California at Berkeley, 1918-1954. ASHE 1988 Annual Meeting Paper.
45p. 1mf. L1 ED 303 070

Neuman, Susan B.
Preschoolers' Conceptions of Literacy as Reflected in Their Spontaneous Play.
21p. 1mf. L1 ED 302 844

Newman, Joan A.
Retention/Promotion/Transition in the Early Grades: A Research Brief.
9p. 1mf. L1 ED 303 278

Norman, Jean M.
Secondary Teachers' Perceptions of School Organizational Climate Relative to Their Professional Growth and Development Attitudes.
23p. 1mf. L1 ED 302 962

Norris, Stephen P.
Verbal Reports of Thinking and Multiple-Choice Critical Thinking Test Design. Technical Report No. 447.
33p. 1mf. L1 ED 302 826
Verbal Reports of Thinking as Data for Validating Multiple-Choice Tests. Technical Report No. 445.
22p. 1mf. L1 ED 302 825

Novak, Virginia E.
Howard Community College Enrollment Projections: Fiscal Year 1989 and Fiscal Years 1990 through 1994. Research Report Number 55.
57p. 1mf. L1 ED 303 220

Nowack, Kenneth M.
Stress Resistant Employee: An Update.
19p. 1mf. L1 ED 302 769

Noyelle, Thierry
New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1.
33p. 1mf. L1 ED 302 687

O'Byrne, Bill
Application of the Knowledge Base and Skills of Employment Counselling and Canada's First Employment Counselling Program--Year Two.
8p. 1mf. L1 ED 302 801

O'Hara, Bruce
Dead Heros: Surviving the Male Myth.
6p. 1mf. L1 ED 302 797

O'Neal, E. C.
Discriminant Analysis of Teachers' Learning Styles: Profiled by Teaching Areas.
10p. 1mf. L1 ED 303 428

O'Neal, Marcia R.
Factorial Validity of the Fennema-Sherman Mathematics Attitudes Scales.
15p. 1mf. L1 ED 303 493

O'Neill, Joseph P.
Facilities Planning for Small Colleges.
220p. 3mf. L1 ED 302 903

Oberlander, H. Peter
Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987.
153p. 2mf. L1 ED 303 566

Oliver-Smith, Anthony, Ed.
Natural Disasters and Cultural Responses. Studies in Third World Societies. Publication Number Thirty-six.
260p. 3mf. L1 ED 303 394

Olson, Allan
Developing Quality Science Programs. A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment. Science Curriculum and Assessment Project, Northwest Evaluation Association.
26p. 1mf. L1 ED 303 341

Operach, Paul M.
Utilization of Consensus Techniques by Speech Therapists To Increase Alternative Speech and Language Models for Elementary Children.
104p. 2mf. L1 ED 303 022

Orndorff, Joseph
Model Computer Literacy Course.
8p. 1mf. L1 ED 303 139

Ortiz-Seda, Darnyd W
Use of Creative Dramatics in the Teaching of Drama with Special Application to the Teaching of English as a Second Language.
119p. 2mf. L1 ED 302 869

Ortiz, Joseph
Instructional Approach for Minimizing Stage Fright: Insights from Buss' Theory of Audience Anxiety.
17p. 1mf. L1 ED 302 856

Ostiguy, Luc
Le Developpement du francais oral soutenu par l'analyse du langage, 3e-6e annee (The Development of Sustained Oral French through Language Analysis, Grades 3-6). Serie: Le Francais a l'ecole primaire. Documentation pedagogique numero 9.
131p. 2mf. L2 ED 303 042
Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11.
61p. 1mf. L2 ED 303 043

Pace, C. Robert
Uses of the College Student Experiences Questionnaire. ASHE Symposium. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 101

Packer, Arnold H.
Retooling the American Workforce: The Role of Technology in Improving Adult Literacy during the 1990s. Background Paper Prepared for Project on Adult Literacy.
79p. 1mf. L1 ED 302 681

Palmer, Roger C.
Understanding Library Microcomputer Systems. Professional Skills Series.
136p. 2mf. L2 ED 303 182

Parker, Franklin
Behind School Reform, USA-England: Economics and Equity.
21p. 1mf. L1 ED 303 413

Parrish, Patricia
Discipline of Handicapped Students: Suspension and Expulsion.
10p. 1mf. L1 ED 302 902

Patrick, Kenneth R.
Teacher Effectiveness via Interactive Satellite: Preliminary Findings from Observation of Three Teachers over the TI-IN Interactive Satellite Network.
20p. 1mf. L1 ED 303 295

Paul, Peter V.
Early Intervention for Infants with Deaf-Blindness.
53p. 1mf. L1 ED 302 986

Pavan, Barbara Nelson
Gender Differences in the Career Paths of Educational Administrators in Pennsylvania.
26p. 1mf. L1 ED 302 876
Job Search Strategies Utilized by Certified Aspiring and Incumbent Female and Male Public School Administrators.
34p. 1mf. L1 ED 302 879

Payer, Elizabeth T.
Institutional Projects Funded by OERI. Revised April 1988.
79p. 1mf. L1 ED 303 159

Peach, Larry
Assessment of Selected Educators' Understandings of Adolescent Suicide.
34p. 1mf. L1 ED 302 755

Peary, Marjorie
Classroom Management: Theory into Practice.
9p. 1mf. L1 ED 302 874

Peck, Hugh I.
Performance of Regularly and Irregularly Certified Teacher of Mathematics.
9p. 1mf. L1 ED 303 492

Peck, Nancy L.
Dropout Prevention Strategies.
8p. 1mf. L2 ED 302 897

Perkins, Kyle
Internal Construct Validation Study of the "Iowa Tests of Basic Skills" (Level 12, Form G) Reading Comprehension Test Items.
24p. 1mf. L1 ED 303 481

Perry, David K.
Assessing the Import of Media-Related Effects: Some Contextualist Considerations.
30p. 1mf. L1 ED 302 871
Cosmopolitan Media Use, Knowledge, and Attitudinal Differentiation of Countries.
28p. 1mf. L1 ED 302 870

Peters, Susan
Effectiveness Indicators for Positive Integration of POHI (Physically and Other Health Impaired) Students.
41p. 1mf. L1 ED 303 001

Phillips, Shelley
Toddlers. Selected Papers Number 58.
24p. 1mf. L1 ED 303 236

Pierce, Robert M.
American Television: How Mass a Medium?
31p. 1mf. L1 ED 303 379

Pierce, William F.
Redefined Federal Role in Adult Literacy: Integrated Policies, Programs, and Procedures. Background Paper Prepared for Project on Adult Literacy.
84p. 1mf. L1 ED 302 682

Plucker, Frank E.
Institutional Factors That Motivate Research Activity in Research Universities. A Progress Report. ASHE 1988 Annual Meeting Paper.
17p. 1mf. L1 ED 303 081

Pohjanpalo, Marja, Ed.
100 Years of Kindergartens in Finland.
17p. 1mf. L2 ED 303 238

Polishook, Irwin H., Ed.
School/College/Business Partnerships. Proceedings: The Conference of the University/Urban Schools National Task Force (10th, Santa Barbara, California, November 4-5, 1988).
93p. 1mf. L1 ED 303 539

Pottle, Christine
Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program.
41p. 1mf. L1 ED 302 691

Pratt, Anne M.
Benefits of Corporate-University Partnerships. ASHE 1988 Annual Meeting Paper.
15p. 1mf. L1 ED 303 064

Pratt, Chris
Attitude of Primary School Staff toward the Integration of Mildly Handicapped Children.
23p. 1mf. L1 ED 303 240
Reliability and Validity of a Scale To Measure Teachers' Attitudes toward Integration, in an Australian Context.
20p. 1mf. L1 ED 303 239

Pratte, Richard
Civic Imperative: Examining the Need for Civic Education. Advances in Contemporary Educational Thought Series, Volume 3.
198p. mf. L3 ED 303 412

Prawat, Richard S.
Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1.
94p. 1mf. L1 ED 303 271

Preshaw, Gene
"Personal Growth: A Continuation High School Drug Defense."
12p. 1mf. L1 ED 302 760

Price, Janet R.
Rights of Students. The basic ACLU Guide to Student's Rights. Third Edition. An American Civil Liberties Handbook.
197p. 3mf. L1 ED 302 887

Pucel, David J.
Technological Literacy: A Goal and Role for Secondary Industrial Education.
21p. 1mf. L1 ED 302 713

Pulliam, Katherine H.
Annotated Bibliography of the Importance of Developmentally Appropriate Practices in Today's Kindergartens.
81p. 1mf. L1 ED 303 274

Purdy, Jeanette J.
Comparative Study of the Quality of Academic Advisement as Perceived by Day and Evening Students.
61p. 1mf. L1 ED 303 197
Development of a Competency-Based Vocational Articulation Program between Mercer County Community College and Four Secondary Schools.
113p. 2mf. L1 ED 303 212

Radcliffe, Susan K.
Howard Community College Enrollment Projections: Fiscal Year 1989 and Fiscal Years 1990 through 1994. Research Report Number 55.
57p. 1mf. L1 ED 303 220

Raddatz, Anita
Crime on Campus: Institutional Tort Liability for the Criminal Acts of Third Parties.
25p. 1mf. L2 ED 303 061

Rader, Tom
Swallowing Disorders: What Families Should Know.
18p. 1mf. L2 ED 303 007

Raffan, James
Wilderness Crisis Management. Explore Magazine Technical Series No. 11.
5p. 1mf. L1 ED 303 297

Rain, Jeffrey S.
Rating Variable Performance.
24p. 1mf. L1 ED 302 770

Rajamoney, Shankar
Interdependencies of Theory Formation, Revision, and Experimentation.
26p. 1mf. L1 ED 303 524

Rancer, Andrew S.
Enhancing Trait Argumentativeness and Skill in Arguing: A Review of Instructional Methods.
23p. 1mf. L1 ED 302 857

Rasberry, Sandra
Comparison of Attitude toward School Subjects and Achievement in an Alternative and Traditional Elementary School.
17p. 1mf. L1 ED 302 914

Reagan, Timothy
"Language Struggle" in South Africa: Emergence and Development in Educational Policy. 1987-1988 World Education Monograph Series, Number One.
26p. 1mf. L1 ED 303 028

Reck, Carleen
Small Catholic Elementary School: Advantages and Opportunities.
126p. 2mf. L1 ED 303 290

Reddick, Thomas L.
Assessment of Selected Educators' Understandings of Adolescent Suicide.
34p. 1mf. L1 ED 302 755

Reece, Gary T.
What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative.
28p. 1mf. L1 ED 303 562

Reich, Jill N.
Scholar: Integrating Teaching and Research in Higher Education. ASHE 1988 Annual Meeting Paper.
21p. 1mf. L1 ED 303 095

Reid, J. Norman
Rural Areas in the 1980s: Prologue to the 21st Century.
26p. 1mf. L1 ED 303 304

Rende, Barbara
Swallowing Disorders: What Families Should Know.
18p. 1mf. L2 ED 303 007

Reynolds, Amy L.
Validation of an Identity Development Model.
9p. 1mf. L1 ED 303 531

Richardson, Gloria D.
Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors.
20p. 1mf. L1 ED 302 925

Richardson, Richard C., Jr.
Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper.
33p. 1mf. L1 ED 303 076

Richardson, Rita C.
Comparison of Measures of Administrator Reliance on Power Bases for Influence.
21p. 1mf. L1 ED 303 516

Ricknell, Lars
Study Assistance in Ten European Countries: Overview and Conceptual Framework.
86p. 1mf. L1 ED 303 053

Ritter, Donald E.
Curriculum Content Today and Tomorow: Will Students Be Motivated To Learn?
25p. 1mf. L1 ED 303 443

Robbins, Pam
Peer Assisted Leadership from a Trainer's Perspective: Implications for Practice.
25p. 1mf. L1 ED 302 943

Roberts-Gray, Cynthia
Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1988. October 1987 through September 1988.
187p. 2mf. L1 ED 303 262

Roberts, Clare
Attitude of Primary School Staff toward the Integration of Mildly Handicapped Children.
23p. 1mf. L1 ED 303 240
Comparison of the Classroom and Playground Behaviour of Mildly Disabled and Non-Disabled Students in an Integrated Educational Setting.
37p. 1mf. L1 ED 303 237
Reliability and Validity of a Scale To Measure Teachers' Attitudes toward Integration, in an Australian Context.
20p. 1mf. L1 ED 303 239

Robinson, Cordelia C.
Parent Involvement in Early Childhood Special Education.
21p. 1mf. L1 ED 302 968

Robinson, David
Language Policy and Planning. ERIC Digest.
48p. 1mf. L1 ED 303 051

Rodgers, Kay, Comp.
Microcomputers. LC Science Tracer Bullet.
17p. 1mf. L1 ED 303 173

Romberg, Thomas A.
Policy Implications of the Three R's of Mathematics Education: Revolution, Reform, and Research.
36p. 1mf. L1 ED 302 893

Roskos, Kathy
Preschoolers' Conceptions of Literacy as Reflected in Their Spontaneous Play.
21p. 1mf. L1 ED 302 844

Ross, Cynthia S.
Criteria for Pruning Academic Programs: Actual vs. Ideal. ASHE 1988 Annual Meeting Paper.
28p. 1mf. L1 ED 303 079

Roupp, Heidi
Leadership Indian Style: A Comparison of Kautilya's Advice with Akbar's Experience. Draft Copy.
37p. 1mf. L1 ED 303 403

Rousseau, Rosemary, Comp.
Selective Guide to Literature on Chemical Engineering. Engineering Literature Guides, Number 9.
24p. mf. L3 ED 303 326
Selective Guide to Literature on Computer Science. Engineering Literature Guides, Number 3.
21p. mf. L3 ED 303 328

Rozansky, Phyllis A.
Where's My Home? A Study of Missouri's Children in Out-of-Home Placement.
82p. 1mf. L1 ED 303 252

Rudin, Kelly Bryan
Democracy Threatened: India's Emergency of 1975. A Classroom Simulation.
35p. 1mf. L1 ED 303 402

Rust, Frances O'Connell
Putting Together the Picture of School Improvement in Buffalo.
27p. 1mf. L1 ED 302 944

Rutter, Robert A.
Facilitating Teacher Engagement.
49p. 1mf. L1 ED 303 438

Ryan, John
Toy-Based Programming and Childrens Knowledge of Products.
6p. 1mf. L1 ED 303 158

Sadker, David
Equity and Excellence in Education Reform: An Unfinished Agenda.
35p. 1mf. L1 ED 302 960

Sadker, Myra
Equity and Excellence in Education Reform: An Unfinished Agenda.
35p. 1mf. L1 ED 302 960

Scanlon, John, Ed.
Turbulent Years.
242p. 3mf. L1 ED 302 776

Scanlon, Thomas M.
Propagandist of the Revolution: Samuel Adams.
30p. 1mf. L1 ED 303 386

Scarino, Angela
Activities-Based Languages Curriculum: The ALL Model.
13p. 1mf. L1 ED 303 029

Schaer, Barbara B.
Another Look at Second Graders Occupational Choices: Five Years Later.
10p. 1mf. L1 ED 303 511

Schamber, Linda
Optical Disk Formats: A Briefing. ERIC Digest.
3p. 1mf. L1 ED 303 176
Technology Options for Libraries. ERIC Digest.
3p. 1mf. L1 ED 303 177

Schatzberg, Walter, Ed.
Relations of Literature and Science. An Annotated Bibliography of Scholarship, 1880-1980.
458p. mf. L3 ED 303 322

Schieber, Philip, Ed.
Guide to Special Collections in the OCLC Database.
120p. 2mf. L1 ED 303 164

Schilling, Judith S.
Survey of Butler County High School Seniors, 1988.
32p. 1mf. L1 ED 303 230

Schmidt, Lisa
Trouble on the Set. An Analysis of Female Characters on 1985 Television Programs.
18p. 1mf. L2 ED 303 150

Schmitt, Dorren Rafael
Evaluation of Six School Effectiveness Programs.
27p. 1mf. L1 ED 303 503
Use of A Priori Techniques with a MANOVA.
22p. 1mf. L1 ED 303 504

Schneider, David E.
Perspective-Taking, Position Power, and Third Party Intervention Style: A Classroom Application.
27p. 1mf. L1 ED 302 862

Schnorr, Janet K.
Gender and Grade Expectation in University Students.
13p. 1mf. L1 ED 302 781

Schonfeld, Lawrence
Determinants of Relapse for Polysubstance Abusers.
18p. 1mf. L1 ED 302 785

Schumacher, Joseph E.
Assessment of Law Enforcement Candidates: Peer Evaluations and the MMPI.
9p. 1mf. L1 ED 302 775

Schwalb, Susan J.
Profile of Incoming Freshmen at the University of Maryland College Park, 1988-1989. Research Report #14-88.
11p. 1mf. L1 ED 303 122

Scogin, Forrest
Assessment of Law Enforcement Candidates: Peer Evaluations and the MMPI.
9p. 1mf. L1 ED 302 775

Scott, Judith A.
From Present to Future: Beyond "Becoming a Nation of Readers." Technical Report No. 443.
22p. 1mf. L1 ED 302 823

Scott, Michael R.
Teaching Critical Reading through Set Theory. Working Paper No. 20.
31p. 1mf. L1 ED 302 832

Seal, Julienne
Dismissals of Tenured Faculty for Incompetence: An Analysis of Litigation Patterns. ASHE 1988 Annual Meeting Paper.
27p. 1mf. L1 ED 303 067

Sedlacek, William E.
Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88.
23p. 1mf. L1 ED 303 479
Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88.
26p. 1mf. L1 ED 303 483
Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88.
16p. 1mf. L1 ED 303 484

(Continued)

Sedlacek, William E. ***(Continued)***
Profile of Incoming Freshmen at the University of Maryland College Park, 1988-1989. Research Report #14-88.
11p. 1mf. L1 ED 303 122

Semi, Ritva
100 Years of Kindergartens in Finland.
17p. 1mf. L2 ED 303 238

Senn, Charlene Y.
Vulnerable: Sexual Abuse and People with an Intellectual Handicap.
128p. 2mf. L2 ED 302 975

Sharma, Vandana
Transitional Services Model for Preschool Children Preparing To Enter Kindergarten Involving Parents, Teachers, and Public Schools.
130p. 2mf. L1 ED 303 248

Shaughnessy, Michael F.
Pornography, Human Mutilation and Psychological Dysfunction.
11p. 1mf. L1 ED 302 792

Shaver, Judy C.
Research to Impact Practitioners: Teaching Concepts to At-Risk Children.
16p. 1mf. L1 ED 303 261

Shektman, Boris
Mark Smith's Diary.
84p. 1mf. L1 ED 303 052

Shepard, Joyce Wolf
Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report.
54p. 1mf. L1 ED 303 372

Shields, Gerald R.
Study of the Design and Testing of Values To Be Derived in the Training of Librarians through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship.
44p. 1mf. L1 ED 303 160

Shima, Tayo, Comp.
Japanese Children's Books at the Library of Congress: A Bibliography of Books from the Postwar Years, 1946-1985.
60p. 1mf. L1 ED 303 380

Sikora, Jean Pantell
Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833.
80p. 1mf. L1 ED 303 324

Silverman, Wade H.

Quality Assurance: Administrator's Panacea or Pandemonium.
18p. 1mf. L1 ED 302 756

Simboli, Tim
Effective Treatment in Home-Based Services.
9p. 1mf. L1 ED 302 796

Simcox, David E., Ed.
U.S. Immigration in the 1980s: Reappraisal and Reform.
313p. 4mf. L2 ED 303 381

Simmons, Patricia E.
Problem Solving Behaviors of Successful and Unsuccessful Subjects Leading to a Genetics Problem Solving Model.
39p. 1mf. L1 ED 303 376

Simon, Kathleen
Making Connections: The Need for an Interdisciplinary Curriculum.
14p. 1mf. L1 ED 303 127

Siri, Carmen
Evaluation Manual for CIP Courses: Objectives and Implementation Procedures.
54p. 1mf. L1 ED 303 482

Siskind, Theresa G.
Basic Skills Assessment Program, Spring 1987. Annual Report No. 87-24.
189p. 2mf. L1 ED 303 467
Cognitive Skills Assessment Battery Administered to First Grade and Kindergarten Pupils, Fall 1987. Annual Report No. 87-28.
80p. 1mf. L1 ED 303 468

Sistrunk, Walter E.
Actual and Preferred Supervisory Behaviors of Supervising Teachers as Measured by the Supervising Teacher Behavior Description Questionnaire, Form I (STBDQ).
19p. 1mf. L1 ED 303 499
Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors.
20p. 1mf. L1 ED 302 925
Relationship between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools.
34p. 1mf. L1 ED 302 929
Study of the Impact of the Educational Reform Movement on Mississippi Schools.
21p. 1mf. L1 ED 302 926

Sitts, Maxine K., Ed.
Automation Inventory of Research Libraries, 1988.
183p. 2mf. L2 ED 303 165

Sivell, John N.
Word-Processed Student Newspaper: Why?--How?--So What?
15p. 1mf. L1 ED 303 036

Skinner, Elizabeth Fisk

Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper.
33p. 1mf. L1 ED 303 076

Smart, John C.
Life History Influences on Holland Vocational Type Development. ASHE 1988 Annual Meeting Paper.
40p. 1mf. L1 ED 303 080

Smith-Burke, M. Trika
Starting Over: Characteristics of Adult Literacy Learners.
112p. 2mf. L1 ED 302 723

Smith, Anne B.
Three's Company? An Evaluation of the Effect of a Third Teacher in Selected Kindergartens. Abridged Version of Report.
32p. 1mf. L1 ED 303 233

Smith, Barbara J.
Early Intervention Public Policy: Past, Present, and Future.
17p. 1mf. L1 ED 302 973

Smith, Douglas K.
Changes in School Psychology Practice: A Five Year Update.
15p. 1mf. L1 ED 302 782

Smith, John A., Jr.
Evaluation of the Trends of Realism in Caldecott Winner and First Honor Books 1966-1986.
25p. 1mf. L1 ED 302 851

Smith, Michael Clay
Coping with Crime on Campus.
246p. mf. L3 ED 303 060

Smith, Stuart C.
Directory of Organizations in Educational Management. Eighth Edition.
51p. 1mf. L1 ED 302 941

Smoot, Joseph G.
Development Achievements at Pittsburg State University for Fiscal Year 1988.
253p. 3mf. L1 ED 303 129

Smoyer, Susan
Developing Quality Science Programs. A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment. Science Curriculum and Assessment Project, Northwest Evaluation Association.
26p. 1mf. L1 ED 303 341

Snodgrass, Sara E.
Effect of Attitude of Partner on Sex Role Attitudes.
13p. 1mf. L1 ED 302 783

Soh, Kay-cheng
Attitude towards Responsibility and Teacher Locus of Control: Predicting Teacher Stress and Attitudes. Research Paper ERU-2-88.
23p. 1mf. L2 ED 303 522
Teacher Locus of Control: A Study of Its Reliability and Validity by Discriminant Analysis. Research Paper ERU-3-88.
17p. 1mf. L2 ED 303 521

Solomon, George T., Ed.
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Conference (5th, Cincinnati, Ohio, March 18-19, 1988).
242p. 3mf. L1 ED 302 660
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986).
244p. 3mf. L1 ED 302 659

Songer, Nancy Butler
Curriculum Reformulation: Incorporating Technology into Science Instruction.
53p. 1mf. L1 ED 303 352

Spence, Beth
"It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties.
77p. 1mf. L1 ED 303 283

Spiro, Rand J.
Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
15p. 1mf. L1 ED 302 821

Stage, Frances K.
Differences in Family Influences on College Attendance Plans for Male and Female Ninth Graders. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 075
Students' Motivation and Changes in Motivation during the First Year of College. ASHE 1988 Annual Meeting Paper.
22p. 1mf. L1 ED 303 069

Stahl, Steven A.
Prior Knowledge and Task Variations in Learning Word Meanings from Context.
18p. 1mf. L1 ED 302 806

Stayton, Vicki D.
Model Programs for Infants and Toddlers with Handicaps.
43p. 1mf. L1 ED 302 967

Steckbeck, Pamela Meza
Sequencing Stories in Spanish and English.
93p. 1mf. L1 ED 303 032

Steele, Larry
"Personal Growth: A Continuation High School Drug Defense."
12p. 1mf. L1 ED 302 760

Steenland, Sally
Growing Up in Prime Time. An Analysis of Adolescent Girls on Television.
32p. 1mf. L2 ED 303 152
Picture Improves: A Look at the 1984 Television Season. An Analysis of Female TV Characters on Programs Premiering in 1984.
16p. 1mf. L2 ED 303 147
Prime Time Women. An Analysis of Older Women on Entertainment Television.
30p. 1mf. L2 ED 303 148
Trouble on the Set. An Analysis of Female Characters on 1985 Television Programs.
18p. 1mf. L2 ED 303 150
Women Out of View. An Analysis of Female Characters on 1987-88 TV Programs.
30p. 1mf. L2 ED 303 151

Steinberg, Laurence
Adolescent Responsibility, Parent-Child Relations, and School Performance.
34p. 1mf. L1 ED 303 253

Steiner, Dirk D.
Rating Variable Performance.
24p. 1mf. L1 ED 302 770

Stephens, E. Robert
Implications of Economic, Social, and Educational Developments in Rural America for Rural School Systems.
20p. 1mf. L1 ED 303 305

Stewart, Janice
Preschool Children's Reading and Writing Awareness. Technical Report No. 442.
23p. 1mf. L1 ED 302 822

Stier, William F., Jr.
Promotional Techniques for the Small Budget. (There Is More to Athletic Promotions Than Meets the Eye.)
11p. 1mf. L1 ED 303 447

Stiggins, Richard J.
Teacher Training in Assessment.
27p. 1mf. L1 ED 303 439

Stocking, Martha L.
Consumer's Guide to LOGIST and BILOG.
76p. 1mf. L1 ED 303 473

Stoecker, Judith L.
Factors Influencing the Decision To Return to Graduate School in One Professional Group, Physical Therapy. ASHE 1988 Annual Meeting Paper.
29p. 1mf. L1 ED 303 094

Stoltenberg, Cal
Comparison of Counseling Supervisors' and Trainees' Perceptions of Development.
15p. 1mf. L1 ED 302 773

Stoltenberg, Cal D.
Integrated Developmental Model of Supervision.
9p. 1mf. L1 ED 302 789

Streichler, Jerry

Managing Industrial Teacher Education Programs in a Multi-Purpose Academic Unit--Selected Issues.
14p. 1mf. L1 ED 302 714

Stuebing, Jane
Counselling Farmers Facing Situationally Determined Career Change.
15p. 1mf. L1 ED 302 798

Sue, Stanley
Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11.
18p. 1mf. L2 ED 303 555

Suhor, Charles
Beyond "Trends" in English and Language Arts Instruction.
21p. 1mf. L1 ED 302 852

Sutphin, H. Dean, Ed.
Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1987-88.
150p. 2mf. L1 ED 302 734

Suzuki, Bob H.
Cultural Diversity: Increasing Achievement through Equity.
10p. 1mf. L1 ED 303 527

Swan, William W.
Georgia Psychoeducational Network Research Consortium. Final Report.
75p. 1mf. L1 ED 302 978

Swedberg, Gertrude L.
Gender Balancing the Curriculum with Faculty/Student Teamwork: A Case Study.
10p. 1mf. L1 ED 303 392

Sybouts, Ward
Assessment Center Methods in Educational Administration: Past, Present, and Future. UCEA Monograph Series.
50p. 1mf. L1 ED 302 952

Talbert, Marcia
Dissemination and Training: Moving toward State Impact.
8p. 1mf. L1 ED 302 908

Tauber, Robert T.
Vocational-Technical Education: An Overlooked Component in Teacher Training?
16p. 1mf. L1 ED 303 464

Tavarone, Antonia R.
Using Participatory Management in a Traditional Environment.
22p. 1mf. L1 ED 302 895

Taylor, Thomas E.
Classifying the Consumers of Higher and Continuing Education.
16p. 1mf. L1 ED 303 125
Organizing University Marketing.
20p. 1mf. L1 ED 303 126

Tetley, Jill L.
Education and the Economy. A Vocational Perspective. A Vocational Training Council Discussion Paper Based on a Survey Conducted between July and November 1985.
29p. 1mf. L1 ED 302 673

Thomas, Margaret G.
Remarks on Successful Economic Development Programs in Rural Areas.
7p. 1mf. L1 ED 303 307

Thomas, Robert O.
Student Retention at Liberal Arts Colleges: The Development and Test of a Model. ASHE 1988 Annual Meeting Paper.
34p. 1mf. L1 ED 303 099

Thomas, Salley J.
Out of the Kitchen: The Transformation of Teachers College, Columbia University, 1913-1933. ASHE 1988 Annual Meeting Paper.
35p. 1mf. L1 ED 303 072

Thompson, Bruce
Confirmatory Factor Analysis of Data from the Myers-Briggs Type Indicator.
20p. 1mf. L1 ED 303 489
Finding a Correction for the Sampling Error in Multivariate Measures of Relationship: A Monte Carlo Study.
43p. 1mf. L1 ED 303 523
Local Norms and Test Characteristics for Selected Forms of the M.A.A. Placement Test.
11p. 1mf. L1 ED 303 488
Measurement Characteristics of a "No-Guessing" Administration of the Finding Embedded Figures Test--Research Edition.
25p. 1mf. L1 ED 303 487
Nature of Field Independence: Percentiles and Factor Structure of the Finding Embedded Figures Test--Research Edition.
32p. 1mf. L1 ED 303 520

Thompson, E. Herbert
Evaluation of a Staff Development Program.
37p. 1mf. L1 ED 302 918

Thompson, Patricia J.
Hestian Feminism.
23p. 1mf. L1 ED 303 382
Nature of Knowledge and the Structure of the University.
38p. 1mf. L1 ED 303 383

Thomson, James R., Jr.
Actual and Preferred Supervisory Behaviors of Supervising Teachers as Measured by the Supervising Teacher Behavior Description Questionnaire, Form I (STBDQ).
19p. 1mf. L1 ED 303 499

Thorp, Eva K.
Defining the Infancy Specialization in Early Childhood Special Education.
17p. 1mf. L1 ED 302 970

Tiedje, Linda Beth

Employed Parents' Depression: Effects of Spouse Support and Child Behavior.
18p. 1mf. L1 ED 302 748

Tierney, William G.
Academic Work and Institutional Culture: An Analysis. ASHE 1988 Annual Meeting Paper.
24p. 1mf. L1 ED 303 085
Two Paradigms of Organizational Culture. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 074

Tobias, Anne
Poet for Teachers and Students: Lawrence Ferlinghetti.
6p. 1mf. L1 ED 302 850

Townsend, Barbara K.
Graduates of Doctoral Programs in Higher Education: Demographics and Career Patterns. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 073

Tracey, Terence J.
Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88.
26p. 1mf. L1 ED 303 483

Tremblay, Daniel
Les Enjeux juridiques et socio-politiques des conflits linguistiques: le cas de l'Ontario (The Legal and Sociopolitical Stakes of Language Conflicts: The Case of Ontario). Publication G-10.
164p. 2mf. L1 ED 303 041

Trohanis, Pascal L.
Preparing for Change: The Implementation of Public Law 99-457.
13p. 1mf. L1 ED 302 974

Turner, Brenda
Experience Art.
236p. 3mf. L1 ED 303 391

Turner, James S.
Comparison of Attitude toward School Subjects and Achievement in an Alternative and Traditional Elementary School.
17p. 1mf. L1 ED 302 914

Usera, John J.
Labette Community College: Analysis of Alumni Survey Results for 1987 and 1988 Graduates.
37p. 1mf. L1 ED 303 215
Study of Interests in Academic, Technical and Extracurricular College Programs by High School Juniors and Seniors.
64p. 1mf. L1 ED 303 211

Uyeki, Eugene S.
Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983.
21p. 1mf. L1 ED 303 538

Vail, Evan
Energizing an Institution for Excellence.
11p. 1mf. L1 ED 303 194

Vale, David
Activities-Based Languages Curriculum: The ALL Model.
13p. 1mf. L1 ED 303 029

Van Tol, Joan E., Ed.
Sexual Harassment on Campus: A Legal Compendium.
193p. 3mf. L2 ED 303 059

Vance, Robert J.
Job Insecurity and Employee Well-Being.
20p. 1mf. L1 ED 302 752

Vanlaningham, Brenda
Four Areas of Influence Which May or May Not Contribute to the Academic Achievement of Kindergarten Students.
48p. 1mf. L1 ED 303 275

Vedder, Richard K.
School Productivity, Class Size, and Choice.
5p. 1mf. L2 ED 302 905

Venezia, Jennie F.
Designing and Implementing a Collaborative Model for Minority Recruitment. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 078

Verhelst, Norman
Modeling Item Responses When Different Subjects Employ Different Solution Strategies.
58p. 1mf. L1 ED 303 474

Villegas, Jose J.
Project Caribe, 1986-1987. OEA Evaluation Report.
48p. 1mf. L1 ED 303 050

Vinson, Michael L.
Career Planning and Academic Skills Workshops for Incoming Freshmen.
11p. 1mf. L1 ED 302 787

Vitchoff, Lorraine G.
Improving the Consistency in Which Teachers of Grades Fourth through Sixth Use Microcomputers To Assist Instruction.
91p. 1mf. L2 ED 303 143

Vollmer, Marian L.
Measurement of Student Perceptions of Teaching Competencies.
10p. 1mf. L1 ED 303 453

Vosniadou, Stella
Context and the Development of Metaphor Comprehension. Technical Report No. 444.
16p. 1mf. L1 ED 302 824

Wallace, John
Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 089

Wallman, Katherine K.
Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16.
21p. 1mf. L1 ED 303 406

Ward, Betsy B.
Relationship between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools.
34p. 1mf. L1 ED 302 929

Wardle, Francis
Ideas for Infant and Toddler Environments.
13p. 1mf. L1 ED 303 241
Supporting Individual Differences in the Classroom.
23p. 1mf. L1 ED 303 270

Warme, Barbara D.
Career Patterns and Role Performance of Part-Time Academics: The Impact of Sex and Setting. ASHE 1988 Annual Meeting Paper.
29p. 1mf. L1 ED 303 086

Washton, Nathan S.
Developing a Faculty Checklist for Self-Evaluation for Teaching-Learning Effectiveness.
11p. 1mf. L1 ED 303 128

Watson, Arden K.
Relationships among Communication Apprehension, Reading Achievement, Teacher-Perceived Communication Apprehension, and Intelligence.
17p. 1mf. L1 ED 302 858

Watts, A. G.
Adult Unemployment and the Curriculum: A Manual for Practitioners. FEU/REPLAN Project Report.
64p. 1mf. L1 ED 302 727

Waugh, Michael
Problem Solving Interactions on Electronic Networks.
19p. 1mf. L1 ED 303 155

Webb, Gisela M.
Changing Organizational Cultures in Libraries through Effective Leadership Communication.
23p. 1mf. L1 ED 303 185

Weinstein, Frances Ruth
Amelia Bedelia in the Library or Effective Communication for Leadership.
17p. 1mf. L2 ED 303 184

Welch, A. R.
Australian Education and the Pacific Rim: An Emerging Relationship.
33p. 1mf. L1 ED 302 911

Welch, Joseph
SWAS: School within a School. A Middle Level Dropout Intervention Program.
10p. 1mf. L1 ED 302 919

Welsh, Barbara, Comp.
Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987.
325p. 4mf. L1 ED 303 385

Wendel, Frederick C.
Assessment Center Methods in Educational Administration: Past, Present, and Future. UCEA Monograph Series.
50p. 1mf. L1 ED 302 952

Wendel, Frederick C., Comp.
Bibliography on the Assessment Center Method and Education Administration.
130p. 2mf. L1 ED 302 954

Wendel, Frederick C., Ed.
New Directions for Administrator Preparation. UCEA Monograph Series.
95p. 1mf. L1 ED 302 951

Wendler, David
Comprehension Instruction of Award Winning Teachers, Masters Degree Teachers and Non-Masters Degree Teachers.
59p. 1mf. L1 ED 302 838

Wensyel, James W.
Campus Public Safety and Security, with Guidance as Well for High Schools and Private Secondary Schools.
204p. mf. L3 ED 303 062

West, Mary Maxwell
Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report.
14p. 1mf. L1 ED 303 374
Talking about Teaching, by Writing: The Use of Computer-Based Conferencing for Collegial Exchange among Teachers. Technical Report.
116p. 2mf. L1 ED 303 363

Weston, Susan Perkins
Choosing a School for Your Child.
44p. 1mf. L1 ED 302 872

Wheelock, Anne
Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center.
124p. 2mf. L1 ED 303 529

White, Barbara
Granting Academic Credit for Vocational Education.
27p. 1mf. L1 ED 302 661

White, Caryn
East Asia: The Yale Outreach Catalogue, 1988.
85p. 1mf. L1 ED 303 414
Play Chinese Games. 1987, Revised.
28p. 1mf. L1 ED 303 415

White, Michael J.

Race and Geographical Mobility in the United States, 1940-1980.
32p. 1mf. L2 ED 303 533
Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568

White, William F.
Motivation of Middle School Students.
4p. 1mf. L1 ED 303 495

Whiting, Bruce G.
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986).
244p. 3mf. L1 ED 302 659

Whittemore, Lauren
Women Out of View. An Analysis of Female Characters on 1987-88 TV Programs.
30p. 1mf. L2 ED 303 151

Williams, Don
Indicators of Change in American Higher Education. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 068

Williams, Jamie C.
Entrepreneurship Education Instructor's Manual. Competency-Based Education.
318p. 4mf. L1 ED 302 654

Williams, Martha
Cooperative Efforts in Urban Literacy: Learnings from the Urban Literacy Network's Grant Projects.
27p. 1mf. L1 ED 302 629

Williams, Michael R.
Neighborhood Organizing for Urban School Reform.
182p. mf. L3 ED 303 550

Williams, Palisa D.
Students' Motivation and Changes in Motivation during the First Year of College. ASHE 1988 Annual Meeting Paper.
22p. 1mf. L1 ED 303 069

Williams, Rebecca A.
Stress and Psychological Symptoms in Single and Dual Parent Families.
16p. 1mf. L1 ED 302 754

Williamson, Marvel L.
What Do College and University Presidents Really Do? An Inside Look at Presidential Work. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 093

Willinsky, John
Vocabulary of Cultural Literacy in a Newspaper of Substance.
17p. 1mf. L1 ED 302 836

Willis, George
What the Eight Year Study and the Humanities Curriculum Project Do and Do Not Have in Common.
12p. 1mf. L1 ED 302 890

Willis, Jim
Technical Education Program in Partnership with Business and Industry through a Metropolitan Chamber of Commerce.
22p. 1mf. L1 ED 302 724

Willmington, S. Clay
Standardized Assessment of Teen-Agers' Oral Communication Skills in the United Kingdom.
13p. 1mf. L2 ED 302 863

Willower, Donald J.
On Chairing the Educational Administration Program.
16p. 1mf. L1 ED 302 885

Wilson, Al
Recommendations for Reducing the Default Rate in the Guaranteed Student Loan Program.
30p. 1mf. L1 ED 303 226

Wilson, Thomas C.
High-Achieving Black Students: What Characterizes the Schools They Attend and Their Academic Behaviors?
42p. 1mf. L1 ED 302 892

Winecoff, Larry, Ed.
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators.
51p. 1mf. L1 ED 302 906

Winglee, Marianne
Who Reads Literature? Survey Data on the Reading of Fiction, Poetry, and Drama by U.S. Adults during the 1980s.
92p. 1mf. L1 ED 302 812

Winsor, Jerry L.
U.S. Policies in Third World: An Economic Perspective.
12p. 1mf. L2 ED 302 861

Winter, Mildred M.
Parents as Teachers: Beginning at the Beginning.
5p. 1mf. L2 ED 303 254

Wise, Beth S.
Research to Impact Practitioners: Teaching Concepts to At-Risk Children.
16p. 1mf. L1 ED 303 261

Wiser, Marianne
Can Models Foster Conceptual Change? The Case of Heat and Temperature. Technical Report.
158p. 2mf. L1 ED 303 365
Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions.
55p. 1mf. L1 ED 303 367

Wiske, Martha Stone
Collaborative Research Goes to School: Guided Inquiry with Computers in Classrooms. Technical Report.
80p. 1mf. L1 ED 303 364
Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report.
54p. 1mf. L1 ED 303 372
From Recitation to Construction: Teachers Change with New Technologies. Technical Report.
27p. 1mf. L1 ED 303 371

Wolchik, Sharlene A.
Translating Empirical Findings into an Intervention for Children of Divorce.
16p. 1mf. L1 ED 302 744

Wolf, Kenneth Paul
Designing Portfolios for the Assessment of Elementary Literacy Teaching: Work-in-Progress.
21p. 1mf. L1 ED 302 842

Wood, Derek E.
Role of Vocational Education in Preparing Young People for Adult Life and Employment. A Discussion Paper.
68p. 1mf. L1 ED 302 671

Woodard, Dudley B., Jr.
Student Outcomes Assessment Survey 1987-88. ASHE 1988 Annual Meeting Paper.
39p. 1mf. L1 ED 303 084

Woodruff, Geneva
Early Intervention Team Approaches: The Transdisciplinary Model.
21p. 1mf. L1 ED 302 971

Woods, Alan
The Importance of Economic Growth to Developing Nations .
15p. 1mf. L1 ED 303 384

Woods, Paula A.
Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88.
23p. 1mf. L1 ED 303 479

Woods, Sadie Bryant
Increasing Minority Participation in the Greensboro Academically Gifted Program without Changing Entrance Criteria.
6p. 1mf. L1 ED 302 999

Woodward, Paul S.
Prevalence of Alcohol Abuse among the Elderly.
39p. 1mf. L1 ED 302 804

Woolfork, Kevin Gerard
Appropriations in the 1988-89 State Budget for the Public Segments of Higher Education. Staff Report Series. Report 88-33.
18p. 1mf. L1 ED 303 108

Wynne, Edward A.
Why Americans Can't Handle Censorship (Even for Children).
30p. 1mf. L1 ED 302 945

Yakowicz, William J.
Toward the Vision of a Literate Society. Background Paper Prepared for Project on Adult Literacy.
51p. 1mf. L1 ED 302 679

Yashiro, Kyoko
Second Language Maintenance for Returnee Students in Japan.
18p. 1mf. L1 ED 303 034

Yerushalmy, Michal
Posing Problems: One Aspect of Bringing Inquiry into Classrooms. Draft.
42p. 1mf. L1 ED 303 368

York, Kenneth M.
Relationships between Organizational Climate, Job Satisfaction and Stress-Related Illnesses.
26p. 1mf. L1 ED 302 753

Young, Michael
Curriculum and Democracy: Lessons from a Critique of the "New Sociology of Education." Occasional Paper No. 5.
21p. 1mf. L1 ED 302 920

Youngren, Tom
Community Forum: The First Step in Strategic Planning.
16p. 1mf. L1 ED 303 203

Zaporozhetz, Laurene Elizabeth
Dissertation Literature Review: How Faculty Advisors Prepare Their Doctoral Candidates.
166p. 2mf. L1 ED 303 131

Zaslavsky, Claudia
Integrating Mathematics with the Study of Cultural Traditions.
10p. 1mf. L1 ED 303 540

Zikopoulos, Marianthi, Ed.
Open Doors: 1987/88. Report on International Educational Exchange.
189p. 2mf. L1 ED 303 117

Zill, Nicholas
Who Reads Literature? Survey Data on the Reading of Fiction, Poetry, and Drama by U.S. Adults during the 1980s.
92p. 1mf. L1 ED 302 812

A Priori Tests
Benefits of Using Planned Comparisons Rather Than Post Hoc Tests: A Brief Review with Examples. 15p. 1mf. L1 ED 303 490
Use of A Priori Techniques with a MANOVA. 22p. 1mf. L1 ED 303 504

Abbreviations
Glossary of Environmental Terms and Acronym List. 32p. 1mf. L1 ED 303 347

Ability Grouping
Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2. 19p. 1mf. L2 ED 303 553

Ability Identification
Increasing Minority Participation in the Greensboro Academically Gifted Program without Changing Entrance Criteria. 6p. 1mf. L1 ED 302 999

Abortions
Adolescent Reproductive Behaviour: An Annotated Bibliography. 291p. 4mf. L1 ED 302 771

Abstract Reasoning
Organizational Context of Higher Order Thinking. 39p. 1mf. L1 ED 303 436

Abstracts
Resources in Education (RIE). Volume 24, Number 6. p. mf. L2 ED 302 624

Academic Ability
Effects of Self-Efficacy--Aptitude Incongruence on Career Behavior. 20p. 1mf. L1 ED 302 747
Testing Theories of Learning: Effects on High School Achievement. 19p. 1mf. L1 ED 302 746

Academic Achievement
Academic Achievement and Self Attitudes: A Longitudinal Study with Background Controlled. 13p. 1mf. L1 ED 303 526
Achievement, Assessment and Reporting. Selected Essays. SCRE Publication No. 97. 70p. 1mf. L2 ED 303 470
Adolescent Responsibility, Parent-Child Relations, and School Performance. 34p. 1mf. L1 ED 303 253
Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper. 30p. 1mf. L1 ED 303 089
Comparison of Differences in Extracurricular Activity Participation, Achievement, and Attitudes toward School of Public School Ninth Grade Students Attending Junior High School and Those Attending Senior High Schools in Mississippi. 9p. 1mf. L1 ED 303 494
Cultural Diversity: Increasing Achievement through Equity. 10p. 1mf. L1 ED 303 527
Effects of Self-Efficacy--Aptitude Incongruence on Career Behavior. 20p. 1mf. L1 ED 302 747
Evaluation of Six School Effectiveness Programs. 27p. 1mf. L1 ED 303 503
Four Areas of Influence Which May or May Not Contribute to the Academic Achievement of Kindergarten Students. 48p. 1mf. L1 ED 303 275
High School Order and Academic Achievement. 43p. 1mf. L1 ED 303 434
Instruction and the Effects of Schooling. 38p. 1mf. L1 ED 303 435
Learning To Read in Japan. Technical Report No. 449. 25p. 1mf. L1 ED 302 828
Measuring School Effectiveness Using Hierarchical Linear Models. 22p. 1mf. L1 ED 303 477
Motivation of Middle School Students. 4p. 1mf. L1 ED 303 495
Mt. San Antonio College Matriculation Study: Preliminary Findings, Fall 1986-Spring 1988. 24p. 1mf. L1 ED 303 207
New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System. 1986-87 . 136p. 2mf. L1 ED 303 548
Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88. 16p. 1mf. L1 ED 303 484
Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11. 18p. 1mf. L2 ED 303 555
Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District. Institutional Research Report Number 74. 53p. 1mf. L1 ED 303 219
Principal Instructional Management Behavior and School Effectiveness: An Organizational Perspective. 52p. 1mf. L1 ED 302 934
Project ABC: Advancement Based on Competency. 1982-1987 Summary Report. 33p. 1mf. L1 ED 303 471
Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper. 33p. 1mf. L1 ED 303 076
Results of the Two-Year Pilot of the the Achievement Formula That Applies the Correlates of Effective Schools and Recommendations of the "Excellence" Reports To Predict, Monitor, and Enhance Student Achievement. 94p. 1mf. L1 ED 302 923
San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report. 209p. 3mf. L1 ED 303 286
Sensitive Technology Assessment of ACOT. 9p. 1mf. L1 ED 303 156
Some Analyses of Kindergarten Results in a Statewide Study of Class Size: Project ST*R, Tennessee, 1985-86. (Draft). 24p. 1mf. L1 ED 303 232
Study of the Role of Community Colleges in the Achievement of the Bachelor's Degree in Washington State: Results of the Spring 1988 Bachelor's Degree Survey. Operations Report Number 89-1. 37p. 1mf. L1 ED 303 199
Waiver Study, Fall 1987-Spring 1988. Focus Study, Mt. San Antonio College. 26p. 1mf. L1 ED 303 208

Academic Advising
Comparative Study of the Quality of Academic Advisement as Perceived by Day and Evening Students. 61p. 1mf. L1 ED 303 197

Academic Aspiration
Differences in Family Influences on College Attendance Plans for Male and Female Ninth Graders. ASHE 1988 Annual Meeting Paper. 26p. 1mf. L1 ED 303 075
Survey of Butler County High School Seniors, 1988. 32p. 1mf. L1 ED 303 230

Academic Computing
Perspective on Academic Computing Today. 11p. 1mf. L1 ED 303 154

Academic Deans
On Chairing the Educational Administration Program. 16p. 1mf. L1 ED 302 885

Academic Education
Curriculum and Democracy: Lessons from a Critique of the "New Sociology of Education." Occasional Paper No. 5. 21p. 1mf. L1 ED 302 920
Granting Academic Credit for Vocational Education. 27p. 1mf. L1 ED 302 661

Academic Freedom
Comparison of Faculty Members' and Administrators' Definitions of, and Attitudes toward, Academic Freedom. ASHE 1988 Annual Meeting Paper. 25p. 1mf. L1 ED 303 087

Academic Libraries
Automation Inventory of Research Libraries, 1988. 183p. 2mf. L2 ED 303 165
Communication: Essential for Leadership to a Public Good--an Information Infrastructure. 17p. 1mf. L1 ED 303 186
Library Collections Inventory. Report to the VCU Board of Visitors. 26p. 1mf. L1 ED 303 179
Summary of Computer Usage and Inventory of Computer Utilization in Curriculum. FY 1987-88. 55p. 1mf. L1 ED 303 161
Toward Telecommunications Strategies in Academic and Research Libraries. Ten Case Studies of Decision-Making and Implementation. An OMS Occasional Paper. OP14. 33p. 1mf. L2 ED 303 166
Turning Students into Readers: Librarians and Teachers Cooperating. 11p. 1mf. L1 ED 302 807
Usage Rates among TWU-ERIC and Other ERIC Bibliographic Systems on the Texas Woman's University, Denton, Campus. 15p. 1mf. L1 ED 303 162
User Surveys. SPEC Kit 148. 120p. 2mf. L2 ED 303 183

Academic Persistence
Exploring the Effects of Ability-To-Pay on Persistence in College. ASHE 1988 Annual Meeting Paper. 42p. 1mf. L1 ED 303 096
Student Retention at Liberal Arts Colleges: The Development and Test of a Model. ASHE 1988 Annual Meeting Paper. 34p. 1mf. L1 ED 303 099
Studying Student Retention: The Requirements and Process of Retention Research. 41p. 1mf. L1 ED 303 210
Tinto's Model of College Withdrawal Applied to Women in Two Institutions. 37p. 1mf. L1 ED 303 214

Academic Standards
Q.A.: Improving Kentucky Schools: A Conversation with Governor Wallace G. Wilkinson. 37p. 1mf. L1 ED 303 308

Academically Gifted
Increasing Minority Participation in the Greensboro Academically Gifted Program without Changing Entrance Criteria. 6p. 1mf. L1 ED 302 999

Acceleration (Education)
Summary of Credit by Examination at the University of Texas at Austin 1986-1987. 22p. 1mf. L1 ED 303 058

Access to Education
Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper. 30p. 1mf. L1 ED 303 089
Changing Patterns of Finance in Higher Education. Country Study: Denmark. OECD Educational Monographs. 37p. 1mf. L2 ED 303 105
Changing Patterns of Finance in Higher Education. Country Study: Japan. OECD Educational Monographs. 85p. 1mf. L2 ED 303 104
Increasing Minority Participation in the Greensboro Academically Gifted Program without Changing Entrance Criteria. 6p. 1mf. L1 ED 302 999
Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper. 33p. 1mf. L1 ED 303 076
Study of Transfer Students at Public Institutions of Higher Education in North Dakota. 44p. 1mf. L1 ED 303 114
Urgent Challenge: Educational Excellence for All. Final Report of the Mayor's Advisory Commission on Postsecondary Education. 89p. 1mf. L1 ED 303 063

Accessibility (for Disabled)
Access Guide to South Carolina State Parks for People with Special Needs. 49p. 1mf. L1 ED 302 983
Design Guidelines: Study of Handicapped Accessibility in South Carolina State Parks. 131p. 2mf. L1 ED 302 984
Equal Telecommunications Access for Deaf and Hard of Hearing Virginians (TDD/Message Relay Programs). Report to the Governor and the General Assembly of Virginia. House Document No. 9. 58p. 1mf. L1 ED 302 985

Accountability
Quality Assurance: Administrator's Panacea or Pandemonium. 18p. 1mf. L1 ED 302 756

Accreditation (Institutions)
Kentucky's Automotive Certification Program. 15p. 1mf. L1 ED 302 653

Accreditation Standards
Camp Standards with Interpretations for the Accreditation of Organized Camps. Revised Edition. Basic Standards Course Participant Workbook. 143p. 2mf. L2 ED 303 311

Accrediting Agencies
Camp Standards with Interpretations for the Accreditation of Organized Camps. Revised Edition. Basic Standards Course Participant Workbook. 143p. 2mf. L2 ED 303 311

Acculturation
Immigration in New York. 268p. mf. L3 ED 303 557
Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy. 46p. 1mf. L2 ED 303 568

ACE UCLA Freshman Survey
American Freshman: National Norms for Fall 1988. 245p. 3mf. L2 ED 303 133

Achievement Gains
San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report. 209p. 3mf. L1 ED 303 286

Achievement Rating
Comparison of Attitude toward School Subjects and Achievement in an Alternative and Traditional Elementary School. 17p. 1mf. L1 ED 302 914

Achievement Tests
Elementary School Achievement Profiles. Portland Public Schools. A School-by-School Report of Basic Skills Test Results and School/Student/Staff Data: School Year 1986-87. 188p. 2mf. L1 ED 303 469

Acquired Immune Deficiency Syndrome
AIDS Education: Reaching Populations at Higher Risk. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate. 88p. 1mf. L1 ED 302 742
AIDS Policies and Resources for Community Colleges. 46p. 1mf. L1 ED 303 192
AIDS: It's Not What You Know, It's What You Do. 13p. 1mf. L1 ED 302 761
Cognitive Representations of Physical Diseases. 15p. 1mf. L1 ED 302 750
HIV-Related Illnesses: Topics for Health Services Research. 14p. 1mf. L1 ED 302 739
Illness Cognition and Responses to AIDS. 28p. 1mf. L1 ED 302 749

Action Agenda Project
Educational Considerations, Spring 1986. 41p. 1mf. L1 ED 303 302

Activities
Working with the School Age Child: Activities to Enrich Your School Age Child Care Program. 15p. 1mf. L1 ED 303 266

Adams (Samuel)
Propagandist of the Revolution: Samuel Adams. 30p. 1mf. L1 ED 303 386

Adjustment (to Environment)
Culture in Crisis: Cambodian Refugees in California. 9p. 1mf. L1 ED 303 530
Natural Disasters and Cultural Responses. Studies in Third World Societies. Publication Number Thirty-six. 260p. 3mf. L1 ED 303 394
Stress and Psychological Symptoms in Single and Dual Parent Families. 16p. 1mf. L1 ED 302 754
Translating Empirical Findings into an Intervention for Children of Divorce. 16p. 1mf. L1 ED 302 744

Adler (Alfred)
Adlerian Therapy with Aggressive Children. 15p. 1mf. L1 ED 302 790

Adlerian Psychology
Adlerian Therapy with Aggressive Children. 15p. 1mf. L1 ED 302 790

Administration
Camp Standards with Interpretations for the Accreditation of Organized Camps. Revised Edition. Basic Standards Course Participant Workbook. 143p. 2mf. L2 ED 303 311
History of Women's Management Thought: A Snapshot. 30p. 1mf. L1 ED 303 393
Quality Assurance: Administrator's Panacea or Pandemonium. 18p. 1mf. L1 ED 302 756

Administrative Organization
Decentralization and Regionalization in Educational Administration: Comparisons of Venezuela, Colombia and Spain. 37p. 1mf. L1 ED 302 873
Instructional Improvement and the Control of Schools. 29p. 1mf. L1 ED 302 961
Two Paradigms of Organizational Culture. ASHE 1988 Annual Meeting Paper. 26p. 1mf. L1 ED 303 074
Using Participatory Management in a Traditional Environment. 22p. 1mf. L1 ED 302 895
Vicious Cycle of Gender and Status at the University of California at Berkeley, 1918-1954. ASHE 1988 Annual Meeting Paper. 45p. 1mf. L1 ED 303 070

Administrative Policy
Sexual Harassment on Campus: A Legal Compendium. 193p. 3mf. L2 ED 303 059

Administrative Principles
History of Women's Management Thought: A Snapshot. 30p. 1mf. L1 ED 303 393

Administrative Problems
Campus Public Safety and Security, with Guidance as Well for High Schools and Private Secondary Schools. 204p. mf. L3 ED 303 062
Coping with Crime on Campus. 246p. mf. L3 ED 303 060
Georgia Principals Identify Their Most Troublesome Administrative Problems: A 1988 Survey. 30p. 1mf. L1 ED 303 461
Georgia Superintendents Identify Their Most Troublesome Administrative Problems: A 1988 Survey. 27p. 1mf. L1 ED 303 460

Administrator Attitudes
Assessment of Selected Educators' Understandings of Adolescent Suicide. 34p. 1mf. L1 ED 302 755
Attitude of Primary School Staff toward the Integration of Mildly Handicapped Children. 23p. 1mf. L1 ED 303 240
Comparison of Faculty Members' and Administrators' Definitions of, and Attitudes toward, Academic Freedom. ASHE 1988 Annual Meeting Paper. 25p. 1mf. L1 ED 303 087
Managing Industrial Teacher Education Programs in a Multi-Purpose Academic Unit--Selected Issues. 14p. 1mf. L1 ED 302 714
Measure of Common Variables Associated with Career Stages as Perceived by Principals and Teachers: Validation of a Model for Career Development. 24p. 1mf. L1 ED 303 422
Staff Development Coordinators Assess the Administrative Needs of Georgia's 186 Local School Systems: A 1988 Survey. 27p. 1mf. L1 ED 303 459
Study of the Attitudes and Perceptions of Principals toward the Adopt-a-School Program and Related Program Characteristics. 37p. 1mf. L1 ED 302 927
Study of the Impact of the Educational Reform Movement on Mississippi Schools. 21p. 1mf. L1 ED 302 926
University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper. 77p. 1mf. L1 ED 303 100

Administrator Characteristics
Are We Scholar Practitioners, Theoreticians, or Practitioners? 12p. 1mf. L1 ED 302 958
Kentucky Principal: A Self Perception. 33p. 1mf. L1 ED 302 924
Key Triad: Why? What? and How? 11p. 1mf. L1 ED 302 957
Toward a Model for Preparation Programs for Education's Leaders. 16p. 1mf. L1 ED 302 959

Administrator Education
Administrator Training Program. A Model of Educational Leadership. 16p. 1mf. L1 ED 302 882
Are We Scholar Practitioners, Theoreticians, or Practitioners? 12p. 1mf. L1 ED 302 958
Clinical Experiences in Educational Administration: A Selected Bibliography, 1960-1987. A UCEA Resource Document, #1402. 30p. 1mf. L1 ED 302 955
Contrast/Comparison of Needs Assessment and Curricular Evaluation for Management Careers in Athletics and Intramurals. 23p. 1mf. L1 ED 303 451
Key Triad: Why? What? and How? 11p. 1mf. L1 ED 302 957
New Directions for Administrator Preparation. UCEA Monograph Series. 95p. 1mf. L1 ED 302 951
On Chairing the Educational Administration Program. 16p. 1mf. L1 ED 302 885
Status of Planned Learning Experiences for Educational Administrators. 12p. 1mf. L1 ED 302 935
Toward a Model for Preparation Programs for Education's Leaders. 16p. 1mf. L1 ED 302 959
Training and Qualifications of Child Care Center Directors. 28p. 1mf. L1 ED 303 255

Administrator Evaluation
Assessment Center Methods in Educational Administration: Past, Present, and Future. UCEA Monograph Series. 50p. 1mf. L1 ED 302 952
Bibliography on the Assessment Center Method and Education Administration. 130p. 2mf. L1 ED 302 954

Administrator Qualifications
Assessment Center Methods in Educational Administration: Past, Present, and Future. UCEA Monograph Series. 50p. 1mf. L1 ED 302 952
Key Triad: Why? What? and How? 11p. 1mf. L1 ED 302 957
Training and Qualifications of Child Care Center Directors. 28p. 1mf. L1 ED 303 255

Administrator Responsibility
Administrative Challenges in Early Intervention. 25p. 1mf. L1 ED 302 965
Loan Counseling: Requirements and Good Practice. NASFAA Monograph Series Number VI. 69p. 1mf. L1 ED 303 055
NASFAA Annotated Bibliography of Literature on Student Financial Aid: 1977-1985. 112p. 2mf. L1 ED 303 054
Professional Judgment in Need Analysis. NASFAA Monograph Series Number VII. 43p. 1mf. L1 ED 303 057
What Do College and University Presidents Really Do? An Inside Look at Presidential Work. ASHE 1988 Annual Meeting Paper. 30p. 1mf. L1 ED 303 093

Administrator Role
Are We Scholar Practitioners, Theoreticians, or Practitioners? 12p. 1mf. L1 ED 302 958
Basic Camp Management: An Introduction to Camp Administration. Second Edition. 148p. 2mf. L2 ED 303 312
Campus Public Safety and Security, with Guidance as Well for High Schools and Private Secondary Schools. 204p. mf. L3 ED 303 062
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators. 51p. 1mf. L1 ED 302 906
ESL Program Administration in Higher Education. ERIC Digest. 3p. 1mf. L1 ED 303 045
Kentucky Principal: A Self Perception. 33p. 1mf. L1 ED 302 924
Leadership in a Major Science-Engineering Library: Social and Political Factors and the Need to Communicate. 20p. 1mf. L1 ED 303 189
New Directions for Administrator Preparation. UCEA Monograph Series. 95p. 1mf. L1 ED 302 951
Teacher Involvement: A Message for "Restructurers." 20p. 1mf. L1 ED 302 915

Administrator Selection
Assessment Center Methods in Educational Administration: Past, Present, and Future. UCEA Monograph Series. 50p. 1mf. L1 ED 302 952
Bibliography on the Assessment Center Method and Education Administration. 130p. 2mf. L1 ED 302 954
Effectiveness, Productivity, and Excellence in American Schools. 15p. 1mf. L1 ED 302 949

Administrators
Comparison of Measures of Administrator Reliance on Power Bases for Influence. 21p. 1mf. L1 ED 303 516
Gender Differences in the Career Paths of Educational Administrators in Pennsylvania. 26p. 1mf. L1 ED 302 876
Job Search Strategies Utilized by Certified Aspiring and Incumbent Female and Male Public School Administrators. 34p. 1mf. L1 ED 302 879
Shortcuts to Excellence: Techniques To Increase Personal Productivity, Job Satisfaction and Organizational Effectiveness. 11p. 1mf. L1 ED 302 757

Admission Criteria
Toward a Model for Preparation Programs for Education's Leaders. 16p. 1mf. L1 ED 302 959

Adolescent Development
Turbulent Years. 242p. 3mf. L1 ED 302 776

Adolescent Literature
Multicultural Resources for Literature. Grade One to Grade Six. Grade Seven to Grade Twelve. 33p. 1mf. L1 ED 303 292

Adolescents
Adolescent Reproductive Behaviour: An Annotated Bibliography. 291p. 4mf. L1 ED 302 771
Development of Justifications for Moral Judgements. 33p. 1mf. L1 ED 303 259
Developmental Peer Counseling and Health Promotion. 27p. 1mf. L1 ED 302 793
Effective Treatment in Home-Based Services. 9p. 1mf. L1 ED 302 796
Growing Up in Prime Time. An Analysis of Adolescent Girls on Television. 32p. 1mf. L2 ED 303 152
Program Description for the Phoenix Reception and Assessment Center. 14p. 1mf. L1 ED 302 791
Survey of Youth in Custody, 1987. Bureau of Justice Statistics Special Report. 13p. 1mf. L1 ED 302 740
Turbulent Years. 242p. 3mf. L1 ED 302 776

Adopt A School Program
Study of the Attitudes and Perceptions of Principals toward the Adopt-a-School Program and Related Program Characteristics. 37p. 1mf. L1 ED 302 927

Adult Basic Education
Adult Education and Technology Project Report 1987-1988. 26p. 1mf. L1 ED 302 725
Adult Education Report. 104p. 2mf. L1 ED 302 726
Adult Literacy Research and Development: An Agenda for Action. Background Paper Prepared for Project on Adult Literacy. 51p. 1mf. L1 ED 302 676
Exemplary Adult Education Programs. Highlights of Secretary's Award Program Finalists 1988. 51p. 1mf. L1 ED 302 684
Jump Start. The Federal Role in Adult Literacy. Final Report of the Project on Adult Literacy. 47p. 1mf. L1 ED 302 675
Professionalization of the Adult Literacy Workforce. Background Paper Prepared for Project on Adult Literacy. 35p. 1mf. L1 ED 302 680
Providing Adult Basic Education Services to Adults with Limited English Proficiency. Background Paper Prepared for Project on Adult Literacy. 48p. 1mf. L1 ED 302 677
Reading Habits of Students in Adult Basic Education and High School Equivalency Programs. 34p. 1mf. L1 ED 302 646
Redefined Federal Role in Adult Literacy: Integrated Policies, Programs, and Procedures. Background Paper Prepared for Project on Adult Literacy. 84p. 1mf. L1 ED 302 682
Retooling the American Workforce: The Role of Technology in Improving Adult Literacy during the 1990s. Background Paper Prepared for Project on Adult Literacy. 79p. 1mf. L1 ED 302 681
Starting Over: Characteristics of Adult Literacy Learners. 112p. 2mf. L1 ED 302 723
State Role in Adult Literacy Policy. Background Paper Prepared for Project on Adult Literacy. 54p. 1mf. L1 ED 302 678
Toward the Vision of a Literate Society. Background Paper Prepared for Project on Adult Literacy. 51p. 1mf. L1 ED 302 679

Adult Development
Sources of Meaning through the Lifespan. 22p. 1mf. L1 ED 302 780

Adult Education
Adult Learning Handbook. 43p. 1mf. L2 ED 302 628
Adult Unemployment and the Curriculum: A Manual for Practitioners. FEU/REPLAN Project Report. 64p. 1mf. L1 ED 302 727
Educational Considerations, Spring 1986. 41p. 1mf. L1 ED 303 302
Marketing Higher Education to Adults. 25p. 1mf. L1 ED 302 664

Adult Educators
Professionalization of the Adult Literacy Workforce. Background Paper Prepared for Project on Adult Literacy. 35p. 1mf. L1 ED 302 680

Adult Learning
Adult Learning Handbook. 43p. 1mf. L2 ED 302 628

Adult Literacy
Adult Education and Technology Project Report 1987-1988. 26p. 1mf. L1 ED 302 725
Adult Education Report. 104p. 2mf. L1 ED 302 726
Adult Literacy Research and Development: An Agenda for Action. Background Paper Prepared for Project on Adult Literacy. 51p. 1mf. L1 ED 302 676
Cooperative Efforts in Urban Literacy: Learnings from the Urban Literacy Network's Grant Projects. 27p. 1mf. L1 ED 302 629
Governor's Task Force on Adult Literacy. 28p. 1mf. L1 ED 302 625
Jump Start. The Federal Role in Adult Literacy. Final Report of the Project on Adult Literacy. 47p. 1mf. L1 ED 302 675
Literacy: The Key to Success. A Literacy Handbook, 2nd Edition. 25p. 1mf. L1 ED 303 180
Professionalization of the Adult Literacy Workforce. Background Paper Prepared for Project on Adult Literacy. 35p. 1mf. L1 ED 302 680
Ready to Read! 119p. 2mf. L1 ED 302 840
Redefined Federal Role in Adult Literacy: Integrated Policies, Programs, and Procedures. Background Paper Prepared for Project on Adult Literacy. 84p. 1mf. L1 ED 302 682
Retooling the American Workforce: The Role of Technology in Improving Adult Literacy during the 1990s. Background Paper Prepared for Project on Adult Literacy. 79p. 1mf. L1 ED 302 681
Starting Over: Characteristics of Adult Literacy Learners. 112p. 2mf. L1 ED 302 723
State Role in Adult Literacy Policy. Background Paper Prepared for Project on Adult Literacy. 54p. 1mf. L1 ED 302 678
Toward the Vision of a Literate Society. Background Paper Prepared for Project on Adult Literacy. 51p. 1mf. L1 ED 302 679

Adult Performance Level
Literacy: The Key to Success. A Literacy Handbook, 2nd Edition. 25p. 1mf. L1 ED 303 180

Adult Reading Programs
Literacy: The Key to Success. A Literacy Handbook, 2nd Edition. 25p. 1mf. L1 ED 303 180
Starting Over: Characteristics of Adult Literacy Learners. 112p. 2mf. L1 ED 302 723

Adult Students
"What Is My Problem?" A Case Study of an Adult Indonesian E.S.L. Learner in Australia. 18p. 1mf. L1 ED 303 039
Marketing Higher Education to Adults. 25p. 1mf. L1 ED 302 664
Method for Assessing Institution-Wide Responsiveness to Adult Undergraduates in Traditional Colleges and Universities. ASHE 1988 Annual Meeting Paper. 35p. 1mf. L1 ED 303 077
Reading Habits of Students in Adult Basic Education and High School Equivalency Programs. 34p. 1mf. L1 ED 302 646
Starting Over: Characteristics of Adult Literacy Learners. 112p. 2mf. L1 ED 302 723
Women Students with Dependent Children on Welfare: Educational Impact of Welfare Policy and Practice. ASHE 1988 Annual Meeting Paper. 18p. 1mf. L1 ED 303 097

Adult Vocational Education
Corrections Education Evaluation System Model. 83p. 1mf. L1 ED 303 525
Evaluation Manual for CIP Courses: Objectives and Implementation Procedures. 54p. 1mf. L1 ED 303 482

Adults
What Role Does Formal Education Play in the IQ-Age Relationship across the Adult Life-Span? 49p. 1mf. L1 ED 303 498
Who Reads Literature? Survey Data on the Reading of Fiction, Poetry, and Drama by U.S. Adults during the 1980s. 92p. 1mf. L1 ED 302 812

Advance Organizers
CA Rural Knowledge Bowl Adds Action to Economics. 12p. 1mf. L1 ED 303 306

Advanced Placement
Summary of Credit by Examination at the University of Texas at Austin 1986-1987. 22p. 1mf. L1 ED 303 058

Advanced Technology Centers
Community College Advanced Technology Centers: Meeting America's Need for Integrated, Comprehensive Economic Development. 12p. 1mf. L1 ED 302 735

Adventure Education
Wilderness Crisis Management. Explore Magazine Technical Series No. 11. 5p. 1mf. L1 ED 303 297

Advertising
Commercialization of Children's Television. Hearings on H.R. 3288, H.R. 3966, and H.R. 4125: Bills To Require the FCC To Reinstate Restrictions on Advertising during Children's Television, To Enforce the Obligation of Broadcasters To Meet the Educational Needs of the Child Audience, and for Other Purposes, before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress (September 15, 1987 and March 17, 1988).
354p. 4mf. L1 ED 303 136

Advisory Committees
Using the Local Vocational Advisory Council To Perform Program Assessment: A Case Study. A Final Report on the Fairbanks Vocational Education Assessment Project.
21p. 1mf. L1 ED 302 732

Affirmative Action
Affirmative Action and Women in Higher Education.
21p. 1mf. L1 ED 303 416

Age Differences
Children's Use of Effort and Intentionality in Social Judgments of Others.
19p. 1mf. L1 ED 303 260
Interrelationships among Age, Sex, and Depth of Sport Experience on a Complex Motor Task by 4- to 9-Year Old Children.
27p. 1mf. L1 ED 303 423
Sources of Meaning through the Lifespan.
22p. 1mf. L1 ED 302 780
What Role Does Formal Education Play in the IQ-Age Relationship across the Adult Life-Span?
49p. 1mf. L1 ED 303 498

Age Groups
Age Group and Sex of Students. Fall 1987. Report No. 8-88.
637p. 7mf. L1 ED 303 116

Agencies
Directory of Organizations in Educational Management. Eighth Edition.
51p. 1mf. L1 ED 302 941

Agency Cooperation
Early Intervention Team Approaches: The Transdisciplinary Model.
21p. 1mf. L1 ED 302 971
Impact Evaluation of the Resource Access Projects, 1983-1984.
209p. 3mf. L1 ED 303 020
Impact Evaluation of the Resource Access Projects, 1986-1987.
198p. 3mf. L1 ED 303 021
Report on Year 1 Activities under Part H--The Handicapped Infant and Toddlers Program.
29p. 1mf. L1 ED 302 988
Summary of the Minnesota Case Management Study. Brief Report #88-2.
46p. 1mf. L1 ED 302 989

Agency for International Development
The Importance of Economic Growth to Developing Nations .
15p. 1mf. L1 ED 303 384

Aggression
Adlerian Therapy with Aggressive Children.
15p. 1mf. L1 ED 302 790

Aging (Individuals)
Nonmetro Elderly: Economic and Demographic Status.
46p. 1mf. L1 ED 303 296

Agricultural Education
Agricultural Production: Task Analyses. Competency-Based Education.
253p. 3mf. L1 ED 302 668
Agricultural Production: Task Analysis for Livestock Production. Competency-Based Education.
214p. 3mf. L1 ED 302 667
Evaluation Manual for CIP Courses: Objectives and Implementation Procedures.
54p. 1mf. L1 ED 303 482
Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1987-88.
150p. 2mf. L1 ED 302 734
Summaries of Research and Development Activities in Agricultural Education in the United States of America 1985-1986.
182p. 2mf. L1 ED 302 666
World Food and Agriculture. Economic Problems and Issues.
148p. 2mf. L2 ED 302 642

Agricultural Engineering
Selective Guide to Literature on Agricultural Engineering. Engineering Literature Guides, Number 4.
25p. mf. L3 ED 303 325

Agricultural Production
Agricultural Production: Task Analyses. Competency-Based Education.
253p. 3mf. L1 ED 302 668
Agricultural Production: Task Analysis for Livestock Production. Competency-Based Education.
214p. 3mf. L1 ED 302 667

Agricultural Research Service
Improving Research through Peer Review.
43p. 1mf. L1 ED 303 344

Agriculture
World Food and Agriculture. Economic Problems and Issues.
148p. 2mf. L2 ED 302 642

Ainsworth Strange Situation Procedure
Making Prevention a Way of Life: The Importance of Infant Development.
26p. 1mf. L1 ED 303 257

Aircraft
Aviation Maintenance Technology. Airframe. A201. Airframe Structures and Non-Metallic Structural Repairs. Instructor Material.
377p. 4mf. L1 ED 302 630
Aviation Maintenance Technology. Airframe. A203. Aircraft Fabric Covering, Painting, and Finishing. Instructor Material.
158p. 2mf. L1 ED 302 631
Aviation Maintenance Technology. Airframe. A204. Aircraft Welding. Instructor Material.
342p. 4mf. L1 ED 302 632

Aircraft Design
Aviation Maintenance Technology. Airframe. A201. Airframe Structures and Non-Metallic Structural Repairs. Instructor Material.
377p. 4mf. L1 ED 302 630

Alaska
Sense of History: A Reference Guide to Alaska's Women 1896-1985. Alaska Historical Commission Studies in History No. 179.
135p. 2mf. L1 ED 303 281

Alaska Natives
Economic and Community Development Resource Guide for Native Americans.
87p. 1mf. L1 ED 303 298

Alcohol Abuse
Determinants of Relapse for Polysubstance Abusers.
18p. 1mf. L1 ED 302 785
Prevalence of Alcohol Abuse among the Elderly.
39p. 1mf. L1 ED 302 804

Allied Health Occupations Education
Health Program Entrant's Math/Reading/Success Review.
36p. 1mf. L1 ED 302 655

Alternative Conceptions
Future Directions for Urban Social Planning in Canada. U.B.C. Planning Papers: Discussion Papers #11.
23p. 1mf. L1 ED 303 564

American Camping Association
Camp Standards with Interpretations for the Accreditation of Organized Camps. Revised Edition. Basic Standards Course Participant Workbook.
143p. 2mf. L2 ED 303 311
Economic Impact of Organized Camping in the United States in 1982: An Estimate and Analysis.
62p. 1mf. L2 ED 303 310

American Indian Culture
Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

American Indian Education
Culturally Relevant Early Education Programs. Hearing on Oversight Hearing on Culturally Relevant Early Education Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, Second Session (November 24, 1987).
232p. 3mf. L1 ED 303 288
Using the Gap Reduction Model To Evaluate a Successful Bilingual/ESL Program.
22p. 1mf. L1 ED 303 505

American Indian Literature
Broken Hoop.
27p. 1mf. L1 ED 303 284
Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

American Indians
Aripuana Park and the Polonoroeste Programme. IWGIA Document No. 59.
113p. 2mf. L1 ED 303 285
Broken Hoop.
27p. 1mf. L1 ED 303 284
Economic and Community Development Resource Guide for Native Americans.
87p. 1mf. L1 ED 303 298

Analysis of Variance
Benefits of Using Planned Comparisons Rather Than Post Hoc Tests: A Brief Review with Examples.
15p. 1mf. L1 ED 303 490

Anatomy
Head-Injured College Student.
81p. mf. L3 ED 303 002

Anchorage School District AK
Improving Teacher-Supervisor Communication through Modification of the Communication Context: An Examination of the Effects of Cooperative, Supervisor Controlled, and Minimal Evaluation on Instruction and the Teacher-Supervisor Relationship.
28p. 1mf. L1 ED 302 875

Anger
Cognitive Strategies for Mentally Handicapped Clients.
21p. 1mf. L1 ED 302 800

Anxiety
Effects of Trait Anxiety on State Anxiety and Perception of Test Difficulty for Undergraduates Administered High and Low Difficulty Tests.
12p. 1mf. L1 ED 303 509

Appalachia
Education Reform in Rural Appalachia, 1982-1987.
200p. 3mf. L1 ED 303 287

Apple Classroom of Tomorrow
Sensitive Technology Assessment of ACOT.
9p. 1mf. L1 ED 303 156

Apprenticeships
Apprenticeship/Vocational Education--Skilled Work Force.
12p. 1mf. L1 ED 302 731

Archives
Strategic Plan for Managing and Preserving Electronic Records in New York State Government: Final Report of the Special Media Records Project.
44p. 1mf. L1 ED 303 172

Argumentativeness
Enhancing Trait Argumentativeness and Skill in Arguing: A Review of Instructional Methods.
23p. 1mf. L1 ED 302 857

Arithmetic
"Pies Are Hard To Find Out about..." An Inquiry into Children's Understanding of the Nature of Fractions. Technical Report.
109p. 2mf. L1 ED 303 361
Mathematics and Your Horse.
40p. mf. L3 ED 303 354

Arizona
Secondary Vocational Training in Technologically Intensive Industries in Arizona: New Directions in Rural Education.
45p. 1mf. L1 ED 302 641

Arkansas
Experience Art.
236p. 3mf. L1 ED 303 391

Art Activities
Experience Art.
236p. 3mf. L1 ED 303 391

Art Education
Experience Art.
236p. 3mf. L1 ED 303 391
Spotlight on Arts Education. Volume 3, Spring, 1988.
39p. 1mf. L1 ED 303 400

Articulation (Education)
Community College-High School Connection. Articulated Programs at San Juan College.
40p. 1mf. L1 ED 302 643
Development of an Articulation Model between Shelby State Community College and Two Comprehensive State Universities.
107p. 2mf. L1 ED 303 198
Progression into Engineering. Building Bridges between Education, Training and Employment.
36p. 1mf. L1 ED 302 662
Progression into Engineering. Building Bridges between Education, Training and Employment.
190p. 2mf. L1 ED 302 663
Study of Transfer Students at Public Institutions of Higher Education in North Dakota.
44p. 1mf. L1 ED 303 114
Transfer and Articulation with Four-Year Colleges and Universities: A Report.
19p. 1mf. L1 ED 303 224

Asbestos
Asbestos in the Home.
14p. 1mf. L1 ED 303 346
Asbestos-in-Schools: A Guide to New Federal Requirements for Local Education Agencies.
47p. 1mf. L1 ED 303 345

ASHE Annual Meeting
Academic Work and Institutional Culture: An Analysis. ASHE 1988 Annual Meeting Paper.
24p. 1mf. L1 ED 303 085
Alternative Model for the Assessment of Organizational Effectiveness for Higher Education Institutions in Developing Countries. ASHE 1988 Annual Meeting Paper.
63p. 1mf. L1 ED 303 071
Benefits of Corporate-University Partnerships. ASHE 1988 Annual Meeting Paper.
15p. 1mf. L1 ED 303 064
Black Faculty: The Reasons They Teach in Predominantly Black Colleges. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 091
Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 089
Career Patterns and Role Performance of Part-Time Academics: The Impact of Sex and Setting. ASHE 1988 Annual Meeting Paper.
29p. 1mf. L1 ED 303 086
College Impact and Student Liberalism Revisited: The Effect of Student Peers. ASHE 1988 Annual Meeting Paper.
28p. 1mf. L1 ED 303 066
Comparison of Faculty Members' and Administrators' Definitions of, and Attitudes toward, Academic Freedom. ASHE 1988 Annual Meeting Paper.
25p. 1mf. L1 ED 303 087
Criteria for Pruning Academic Programs: Actual vs. Ideal. ASHE 1988 Annual Meeting Paper.
28p. 1mf. L1 ED 303 079
Designing and Implementing a Collaborative Model for Minority Recruitment. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 078
Differences in Family Influences on College Attendance Plans for Male and Female Ninth Graders. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 075
Dismissals of Tenured Faculty for Incompetence: An Analysis of Litigation Patterns. ASHE 1988 Annual Meeting Paper.
27p. 1mf. L1 ED 303 067
Entrepreneurs in Academe: Exploration of Behaviors among Life Scientists. ASHE 1988 Annual Meeting Paper.
45p. 1mf. L1 ED 303 102
Exploring the Effects of Ability-To-Pay on Persistence in College. ASHE 1988 Annual Meeting Paper.
42p. 1mf. L1 ED 303 096
Factors Influencing the Decision To Return to Graduate School in One Professional Group, Physical Therapy. ASHE 1988 Annual Meeting Paper.
29p. 1mf. L1 ED 303 094
Faculty Vitality in "Different Worlds": The View from Three Academic Areas. ASHE 1988 Annual Meeting Paper.
41p. 1mf. L1 ED 303 098
Graduates of Doctoral Programs in Higher Education: Demographics and Career Patterns. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 073
Indicators of Change in American Higher Education. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 068
Institutional Factors That Motivate Research Activity in Research Universities. A Progress Report. ASHE 1988 Annual Meeting Paper.
17p. 1mf. L1 ED 303 081
Leadership, Conflict Management, and Researcher Motivation and Productivity in Scientific R & D Laboratories: The Case of Japan. ASHE 1988 Annual Meeting Paper.
78p. 1mf. L1 ED 303 082
Life History Influences on Holland Vocational Type Development. ASHE 1988 Annual Meeting Paper.
40p. 1mf. L1 ED 303 080
Method for Assessing Institution-Wide Responsiveness to Adult Undergraduates in Traditional Colleges and Universities. ASHE 1988 Annual Meeting Paper.
35p. 1mf. L1 ED 303 077
Out of the Kitchen: The Transformation of Teachers College, Columbia University, 1913-1933. ASHE 1988 Annual Meeting Paper.
35p. 1mf. L1 ED 303 072
Relationship between Environmental Factors and State Appropriations to Public Universities. ASHE 1988 Annual Meeting Paper.
38p. 1mf. L1 ED 303 088
Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper.
33p. 1mf. L1 ED 303 076
Scholar: Integrating Teaching and Research in Higher Education. ASHE 1988 Annual Meeting Paper.
21p. 1mf. L1 ED 303 095
Student Outcomes Assessment Survey 1987-88. ASHE 1988 Annual Meeting Paper.
39p. 1mf. L1 ED 303 084
Student Retention at Liberal Arts Colleges: The Development and Test of a Model. ASHE 1988 Annual Meeting Paper.
34p. 1mf. L1 ED 303 099
Students' Motivation and Changes in Motivation during the First Year of College. ASHE 1988 Annual Meeting Paper.
22p. 1mf. L1 ED 303 069
Study of Public Service in Higher Education. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 065
Two Paradigms of Organizational Culture. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 074
University Autonomy: Actual and Preferred Location of Authority. ASHE 1988 Annual Meeting Paper.
31p. 1mf. L1 ED 303 090
University Context and Strategy Making. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 092
University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.
77p. 1mf. L1 ED 303 100
Uses of the College Student Experiences Questionnaire. ASHE Symposium. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 101
Vicious Cycle of Gender and Status at the University of California at Berkeley, 1918-1954. ASHE 1988 Annual Meeting Paper.
45p. 1mf. L1 ED 303 070
What Do College and University Presidents Really Do? An Inside Look at Presidential Work. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 093
Why Research May Underestimate Effects of Feedback from Student Ratings. ASHE 1988 Annual Meeting Paper.
10p. 1mf. L1 ED 303 083
Women Students with Dependent Children on Welfare: Educational Impact of Welfare Policy and Practice. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 097

Asia (East)
East Asia: The Yale Outreach Catalogue, 1988.
85p. 1mf. L1 ED 303 414

Asia Pacific Region
Cost-Effectiveness of Training Modalities in Population Education. Population Education Programme Service Manual.
83p. 1mf. L2 ED 303 388

Asian American Students
Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11.
18p. 1mf. L2 ED 303 555

Asian Americans
Family Day Care Training Curriculum (Lao).
199p. 3mf. L1 ED 303 246
Family Day Care Training Curriculum.
132p. 2mf. L1 ED 303 244
Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese).
123p. 2mf. L1 ED 303 245
Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11.
18p. 1mf. L2 ED 303 555
Southeast Asian Family Day Care Resource Manual.
72p. 1mf. L1 ED 303 247

Asian Studies
East Asia: The Yale Outreach Catalogue, 1988.
85p. 1mf. L1 ED 303 414

Assembly (Manufacturing)
Sheet Metal Worker: A Training Profile.
135p. 2mf. L1 ED 302 626

Assessment Centers (Personnel)
Assessment Center Methods in Educational Administration: Past, Present, and Future. UCEA Monograph Series.
50p. 1mf. L1 ED 302 952

Assistive Devices (for Disabled)
Bathing Techniques for Children Who Have Cerebral Palsy.
18p. 1mf. L2 ED 303 010
Equal Telecommunications Access for Deaf and Hard of Hearing Virginians (TDD/Message Relay Programs). Report to the Governor and the General Assembly of Virginia. House Document No. 9.
58p. 1mf. L1 ED 302 985
Technology-Related Assistance for Individuals with Disabilities Act of 1988. Report. House of Representatives, 100th Congress, 2nd Session.
57p. 1mf. L1 ED 303 016
Writing Techniques and Adaptations for Home and Classroom.
18p. 1mf. L2 ED 303 011

Athletics
Contrast/Comparison of Needs Assessment and Curricular Evaluation for Management Careers in Athletics and Intramurals.
23p. 1mf. L1 ED 303 451
Factors Influencing Movement Consistency during the Learning/Performance of Perceptual Motor Tasks.
15p. 1mf. L1 ED 303 431
Politics of International Sport: Games of Power. Headline Series No. 286.
76p. 1mf. L2 ED 303 395
Promotional Techniques for the Small Budget. (There Is More to Athletic Promotions Than Meets the Eye.)
11p. 1mf. L1 ED 303 447

Attachment Behavior
Making Prevention a Way of Life: The Importance of Infant Development.
26p. 1mf. L1 ED 303 257

Attendance Improvement Plan
Successful Schooling for the At-Risk Student: Conference Report and Recommendations.
21p. 1mf. L1 ED 303 560

Attitude Change
Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools.
138p. 2mf. L1 ED 303 535
Continuity in Soviet Education--Another Gorbachev Hurdle.
36p. 1mf. L1 ED 302 913
Cosmopolitan Media Use, Knowledge, and Attitudinal Differentiation of Countries.
28p. 1mf. L1 ED 302 870

Attitude Inventory
Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County.
42p. 1mf. L1 ED 302 878

Attitude Measures
Actual and Preferred Supervisory Behaviors of Supervising Teachers as Measured by the Supervising Teacher Behavior Description Questionnaire, Form I (STBDQ).
19p. 1mf. L1 ED 303 499
Attitudes toward Research-Based Effective Teaching Behaviors from Teachers, Principals, and College Faculties and Students.
18p. 1mf. L1 ED 303 449
Reliability and Validity of a Scale To Measure Teachers' Attitudes toward Integration, in an Australian Context.
20p. 1mf. L1 ED 303 239
Study of the Attitudes and Perceptions of Principals toward the Adopt-a-School Program and Related Program Characteristics.
37p. 1mf. L1 ED 302 927

Audience Awareness
Pope John Paul II's Address to Black Catholics: A Motive Analysis.
18p. 1mf. L1 ED 302 865

Audiotape Cassettes
Evaluative Directory to Producers and Distributors of Unabridged Books on Cassette Tape. Occasional Papers Number 184.
40p. 1mf. L2 ED 303 167

Audiotape Recordings
Stimulated Recall and Teachers' Thought Processes: A Critical Review of the Methodology and an Alternative Perspective.
20p. 1mf. L1 ED 303 500

Auditory Tests
Frequency-Specific, Binaural Stimulation of Students with Reading and Spelling Difficulties.
14p. 1mf. L1 ED 302 809

Augmentative Communication Systems
(PACT) Partners in Augmentative Communication Training: A Resource Guide for Interaction Facilitation Training for Children.
142p. 2mf. L2 ED 303 015
Express Yourself: Communication Disabilities Need Not Be Handicaps.
182p. 2mf. L2 ED 303 012

Australia
"What Is My Problem?" A Case Study of an Adult Indonesian E.S.L. Learner in Australia.
18p. 1mf. L1 ED 303 039
Attitude of Primary School Staff toward the Integration of Mildly Handicapped Children.
23p. 1mf. L1 ED 303 240
Australian Education and the Pacific Rim: An Emerging Relationship.
33p. 1mf. L1 ED 302 911
Development of Justifications for Moral Judgements.
33p. 1mf. L1 ED 303 259
Reliability and Validity of a Scale To Measure Teachers' Attitudes toward Integration, in an Australian Context.
20p. 1mf. L1 ED 303 239
Toddlers. Selected Papers Number 58.
24p. 1mf. L1 ED 303 236

Australian Language Levels
Activities-Based Languages Curriculum: The ALL Model.
13p. 1mf. L1 ED 303 029

Authoritarian Parents
Adolescent Responsibility, Parent-Child Relations, and School Performance.
34p. 1mf. L1 ED 303 253

Auto Mechanics
Kentucky's Automotive Certification Program.
15p. 1mf. L1 ED 302 653

Aviation Technology
Aviation Maintenance Technology. Airframe. A201. Airframe Structures and Non-Metallic Structural Repairs. Instructor Material.
377p. 4mf. L1 ED 302 630
Aviation Maintenance Technology. Airframe. A204. Aircraft Welding. Instructor Material.
342p. 4mf. L1 ED 302 632
Aviation Maintenance Technology. Airframe. A203. Aircraft Fabric Covering, Painting, and Finishing. Instructor Material.
158p. 2mf. L1 ED 302 631

Awards
Analysis of Research and Lecturing Proposals That Meet Fulbright Quality Standards.
16p. 1mf. L1 ED 303 112

Banking
New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1.
33p. 1mf. L1 ED 302 687
Recommendations for Reducing the Default Rate in the Guaranteed Student Loan Program.
30p. 1mf. L1 ED 303 226

Basic Business Education
Planning and Managing Personal Finances.
47p. 1mf. L1 ED 302 636

Basic Skills
Literacy/Quality of Life in the United States.
7p. 1mf. L1 ED 302 817
Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District. Institutional Research Report Number 74.
53p. 1mf. L1 ED 303 219
Study of the Relationship between Student Placement Test Scores and Final Grades in Physics 121 at Pima College.
30p. 1mf. L1 ED 303 223

Basic Skills Assessment Program
Basic Skills Assessment Program, Spring 1987. Annual Report No. 87-24.
189p. 2mf. L1 ED 303 467

Baths
Bathing Techniques for Children Who Have Cerebral Palsy.
18p. 1mf. L2 ED 303 010

Becoming a Nation of Readers
From Present to Future: Beyond "Becoming a Nation of Readers." Technical Report No. 443.
22p. 1mf. L1 ED 302 823

Beginning Reading
Methodologies of Reading and Writing in Kindergarten.
71p. 1mf. L1 ED 302 834
Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced?
23p. 1mf. L1 ED 302 841
Preschool Children's Reading and Writing Awareness. Technical Report No. 442.
23p. 1mf. L1 ED 302 822

Beginning Teacher Induction
Teacher Induction: A Survey of Experienced Teachers.
8p. 1mf. L1 ED 303 455

Beginning Teachers
Fifteen Year Look at Beginning Teachers.
18p. 1mf. L1 ED 303 452
Performance of Regularly and Irregularly Certified Teacher of Mathematics.
9p. 1mf. L1 ED 303 492
Teacher Induction: A Survey of Experienced Teachers.
8p. 1mf. L1 ED 303 455

Beginning Writing
You Can Help Your Young Child with Writing.
17p. 1mf. L1 ED 302 846

Behavior Change
AIDS: It's Not What You Know, It's What You Do.
13p. 1mf. L1 ED 302 761
Three's Company? An Evaluation of the Effect of a Third Teacher in Selected Kindergartens. Abridged Version of Report.
32p. 1mf. L1 ED 303 233
University Based Alternative School for High School Dropouts.
34p. 1mf. L1 ED 302 930

Behavior Dimensions Rating Scale
Construct Validation Study on the Behavior Dimensions Rating Scale for Use in Juvenile Correctional Facilities. A Research Report.
33p. 1mf. L1 ED 302 981

Behavior Disorders
Georgia Psychoeducational Network Research Consortium. Final Report.
75p. 1mf. L1 ED 302 978
Prosocial Skills Training for Children with Emotional Disturbances (ED) and Behavioral Disorders (BD): The Journey of 1,000 Miles Begins with the First Few Steps.
31p. 1mf. L1 ED 302 976
Re-Examination of the Behavioral Categories of Seven Behavior Rating Instruments: A Conceptual Analysis. A Final Research Report.
95p. 1mf. L1 ED 302 980

Behavior Modification
Cognitive Strategies for Mentally Handicapped Clients.
21p. 1mf. L1 ED 302 800

Behavior Patterns
Rating Variable Performance.
24p. 1mf. L1 ED 302 770
Relationship between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools.
34p. 1mf. L1 ED 302 929

Behavior Problems
Adlerian Therapy with Aggressive Children.
15p. 1mf. L1 ED 302 790
Discipline with Dignity.
279p. 3mf. L2 ED 302 938
Employed Parents' Depression: Effects of Spouse Support and Child Behavior.
18p. 1mf. L1 ED 302 748

Behavior Rating Scales
Construct Validation Study on the Behavior Dimensions Rating Scale for Use in Juvenile Correctional Facilities. A Research Report.
33p. 1mf. L1 ED 302 981
Re-Examination of the Behavioral Categories of Seven Behavior Rating Instruments: A Conceptual Analysis. A Final Research Report.
95p. 1mf. L1 ED 302 980

Behavioral Objectives
Agricultural Production: Task Analyses. Competency-Based Education.
253p. 3mf. L1 ED 302 668
Agricultural Production: Task Analysis for Livestock Production. Competency-Based Education.
214p. 3mf. L1 ED 302 667
Legal Office Procedures: Task Analyses. Competency-Based Education. Review Draft.
132p. 2mf. L1 ED 302 670

Behavioral Sciences
Power Pacs for Teaching Home Economics Related Science and Math.
643p. 7mf. L1 ED 302 718

Belgium
Requirements for the Use of Courseware in Mother Tongue Education.
13p. 1mf. L1 ED 303 035

Bibliographic Databases
Guide to Special Collections in the OCLC Database.
120p. 2mf. L1 ED 303 164

Bibliographic Utilities
Annual Review of OCLC Research, June 1987-June 1988.
89p. 1mf. L2 ED 303 163

Bilingual Education
Guide to Working with Minority Language Students in Special Education.
39p. 1mf. L1 ED 302 990

Bilingual Education Programs
Annual Report 1984-1985. Yukon Department of Education.
31p. 1mf. L1 ED 303 282
Project Caribe, 1986-1987. OEA Evaluation Report.
48p. 1mf. L1 ED 303 050

BILOG Computer Program
Consumer's Guide to LOGIST and BILOG.
76p. 1mf. L1 ED 303 473

Biological Sciences
Biology, Medicine, and the Bill of Rights. Special Report.
130p. 2mf. L1 ED 303 323
Lafourche Parish Coastal Zone Curriculum Resource Unit. Bulletin 1834.
190p. 2mf. L1 ED 303 317
Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833.
80p. 1mf. L1 ED 303 324

Biology
Effectiveness of Using Interactive Computer Programs To Model Textbook Reading Strategies for University and Community College Psychology and Biology Students.
28p. 1mf. L1 ED 302 810
Identifying Domain-Specific Aspects of Critical Thinking Ability in Solving Problems in Biology.
16p. 1mf. L1 ED 303 517

Biomedical Engineering Technology
Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.
13p. 1mf. L1 ED 303 221

Biomedicine
Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820
Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.
13p. 1mf. L1 ED 303 221

Birth Rate
Adolescent Reproductive Behaviour: An Annotated Bibliography.
291p. 4mf. L1 ED 302 771

Black Colleges
Black Faculty: The Reasons They Teach in Predominantly Black Colleges. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 091

Black Community
Pope John Paul II's Address to Black Catholics: A Motive Analysis.
18p. 1mf. L1 ED 302 865

Black Education
"Language Struggle" in South Africa: Emergence and Development in Educational Policy. 1987-1988 World Education Monograph Series, Number One.
26p. 1mf. L1 ED 303 028
Visions for Children: African American Early Childhood Education Program.
22p. 1mf. L1 ED 303 269

Black Family
Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182.
34p. 1mf. L2 ED 303 563

Black Mothers
Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182.
34p. 1mf. L2 ED 303 563

Black Stereotypes
Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182.
34p. 1mf. L2 ED 303 563
Picture Improves: A Look at the 1984 Television Season. An Analysis of Female TV Characters on Programs Premiering in 1984.
16p. 1mf. L2 ED 303 147
Trouble on the Set. An Analysis of Female Characters on 1985 Television Programs.
18p. 1mf. L2 ED 303 150
Women Out of View. An Analysis of Female Characters on 1987-88 TV Programs.
30p. 1mf. L2 ED 303 151

Black Students
Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 089
Comparison of Black and White Middle Class Children's Performance on Three Ability Measures.
12p. 1mf. L1 ED 303 545
Educating Black Male Youth: A Moral and Civic Imperative. An Introspective Look at Black Male Students in the New Orleans Public Schools.
57p. 1mf. L1 ED 303 546
Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88.
26p. 1mf. L1 ED 303 483
High-Achieving Black Students: What Characterizes the Schools They Attend and Their Academic Behaviors?
42p. 1mf. L1 ED 302 892

Black Teachers
Black Faculty: The Reasons They Teach in Predominantly Black Colleges. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 091
Report of the Tennessee Task Force on the Supply of Minority Teachers.
11p. 1mf. L1 ED 303 458

Blacks
Race and Geographical Mobility in the United States, 1940-1980.
32p. 1mf. L2 ED 303 533

Blame
Blame among Adult Women Sexually Abused as Children.
36p. 1mf. L2 ED 302 777

Blank (R K)
Case Study of Two Corsini 4R Magnet Schools.
16p. 1mf. L1 ED 302 907

Board of Education Policy
Handbook for Improving the Effectiveness of the School Board Members in America.
59p. 1mf. L1 ED 302 901
Policy Analysis for School Districts. ERIC Digest Series Number EA30.
4p. 1mf. L1 ED 302 899
School Productivity, Class Size, and Choice.
5p. 1mf. L2 ED 302 905

Board of Education Role
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators.
51p. 1mf. L1 ED 302 906
Handbook for Improving the Effectiveness of the School Board Members in America.
59p. 1mf. L1 ED 302 901

Boards of Education
First Teachers: Parental Involvement in the Public Schools.
57p. 1mf. L2 ED 302 883
Handbook for Improving the Effectiveness of the School Board Members in America.
59p. 1mf. L1 ED 302 901
Policy Analysis for School Districts. ERIC Digest Series Number EA30.
4p. 1mf. L1 ED 302 899
School District Management Audit. ERIC Digest Series Number EA31.
4p. 1mf. L1 ED 302 900

Body Language
Baby Moves: Relation to Learning.
20p. 1mf. L1 ED 303 273

Books
Evaluation of the Trends of Realism in Caldecott Winner and First Honor Books 1966-1986.
25p. 1mf. L1 ED 302 851

Boston Public Schools MA
Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center.
124p. 2mf. L1 ED 303 529

Bottle Feeding
Feeding Techniques for Children Who Have Cleft Lip and Palate.
10p. 1mf. L2 ED 303 009

Brazil
Aripuana Park and the Polonoroeste Programme. IWGIA Document No. 59.
113p. 2mf. L1 ED 303 285

Broadcast Industry
Status of Women in the Broadcasting Industry Today. Proceedings of a Sympoisum (Washington, D.C., December 5, 1984).
22p. 1mf. L2 ED 303 149

Budgeting
Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16.
21p. 1mf. L1 ED 303 406
Planning and Managing Personal Finances.
47p. 1mf. L1 ED 302 636
Reconceptualization of the Budget Envelope.
12p. 1mf. L1 ED 302 939

Budgets
Appropriations in the 1988-89 State Budget for the Public Segments of Higher Education. Staff Report Series. Report 88-33.
18p. 1mf. L1 ED 303 108

Buffalo Public Schools NY
Putting Together the Picture of School Improvement in Buffalo.
27p. 1mf. L1 ED 302 944

Buildings
Site and Facilities: A Resource Book for Camps.
96p. 1mf. L2 ED 303 313

Bulimia
Sexual Attitudes and Behavior of Bulimic Women: A Preliminary Analysis.
24p. 1mf. L1 ED 302 751

Business
Information Systems for Government and Business: Trends, Issues, Challenges. Proceedings of the Kawasaki International Seminar on the Information Systems Challenge for Government and Business (2nd, Kawasaki City, Japan, July 21-24, 1987).
592p. 7mf. L2 ED 303 178

Business Administration
Owning and Operating a Business.
47p. 1mf. L1 ED 302 635

Business Community Relationship
YES Canada--A Solution for Students at Risk.
28p. 1mf. L1 ED 302 794

Business Education
Entrepreneurship Education Instructor's Manual. Competency-Based Education.
318p. 4mf. L1 ED 302 654
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986).
244p. 3mf. L1 ED 302 659
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Conference (5th, Cincinnati, Ohio, March 18-19, 1988).
242p. 3mf. L1 ED 302 660
Occupational Task Analyses for the Development of Business Education Model Curricula with Emphasis on Banking and Financial Occupations. State Technical Committee Report.
31p. 1mf. L1 ED 302 736
Owning and Operating a Business.
47p. 1mf. L1 ED 302 635

Business Responsibility
Benefits of Corporate-University Partnerships. ASHE 1988 Annual Meeting Paper.
15p. 1mf. L1 ED 303 064

Business Skills
Southeast Asian Family Day Care Resource Manual.
72p. 1mf. L1 ED 303 247

Buss (A H)
Instructional Approach for Minimizing Stage Fright: Insights from Buss' Theory of Audience Anxiety.
17p. 1mf. L1 ED 302 856

Byzantine Music
Selected Publications Concerning Byzantine and Neo-Byzantine Music: An Annotated Bibliography.
7p. 1mf. L1 ED 303 387

Cable Television
What's Wrong with This Picture? A Look at Working Women on Television.
25p. 1mf. L2 ED 303 146

Caldecott Award
Evaluation of the Trends of Realism in Caldecott Winner and First Honor Books 1966-1986.
25p. 1mf. L1 ED 302 851

California
AIDS Policies and Resources for Community Colleges.
46p. 1mf. L1 ED 303 192
Annual Report on Program Activities, 1986-87. The Twelfth in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities. Report No. 87-28.
31p. 1mf. L1 ED 303 109
Appropriations in the 1988-89 State Budget for the Public Segments of Higher Education. Staff Report Series. Report 88-33.
18p. 1mf. L1 ED 303 108
California College-Going Rates. 1987 Update. The Eleventh in a Series of Reports on New Freshman Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools. Report 88-26.
72p. 1mf. L1 ED 303 106
Corrections Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
54p. 1mf. L1 ED 302 694
Corrections Officer Core Training Course Manual. Appendix A-2. Revised. Standards and Training for Corrections Program.
159p. 2mf. L1 ED 302 698
Corrections Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 695
Corrections Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.
173p. 2mf. L1 ED 302 697
Corrections Officer Physical Abilities Report. Standards and Training for Corrections Program.
151p. 2mf. L1 ED 302 696
Corrections Officer Physical Conditioning Course. Standards and Training for Corrections Program.
64p. 1mf. L1 ED 302 699
Corrections Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
130p. 2mf. L1 ED 302 693
Criteria and Measures of Institutional Effectiveness.
28p. 1mf. L1 ED 303 191
Culture in Crisis: Cambodian Refugees in California.
9p. 1mf. L1 ED 303 530
Development of Entry-Level Vision and Hearing Guidelines for Corrections Officers, Juvenile Counselors, and Probation Officers. Standards and Training for Corrections Program.
159p. 2mf. L1 ED 302 692
Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program.
41p. 1mf. L1 ED 302 691
Instructional Improvement and the Control of Schools.
29p. 1mf. L1 ED 302 961
Juvenile Counselor Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
52p. 1mf. L1 ED 302 701
Juvenile Counselor Core Training Course Manual. Appendix B-2. Standards and Training for Corrections Program.
132p. 2mf. L1 ED 302 705
Juvenile Counselor Cutoff Score Report. Standards and Training for Corrections Program.
15p. 1mf. L1 ED 302 702
Juvenile Counselor Knowledge/Skill Maps. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 704
Juvenile Counselor Physical Abilities Report. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 703
Juvenile Counselor Physical Conditioning Course. Standards and Training for Corrections Program.
61p. 1mf. L1 ED 302 706
Juvenile Counselor Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
133p. 2mf. L1 ED 302 700
Legislation Affecting Higher Education Enacted during the 1987-88 Session. A Staff Report to the California Postsecondary Education Commission. Staff Report Series. Report 88-34.
37p. 1mf. L1 ED 303 107
Probation Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
50p. 1mf. L1 ED 302 708
Probation Officer Core Training Course Manual. Appendix C-2. Standards and Training for Corrections Program.
137p. 2mf. L1 ED 302 712
Probation Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 709
Probation Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.
156p. 2mf. L1 ED 302 711
Probation Officer Physical Abilities Report. Standards and Training for Corrections Program.
11p. 1mf. L1 ED 302 710
Probation Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
131p. 2mf. L1 ED 302 707
Recommendations for Reducing the Default Rate in the Guaranteed Student Loan Program.
30p. 1mf. L1 ED 303 226
Review of Out-of-State/Out-of-Country Fees.
22p. 1mf. L1 ED 303 225
Transfer and Articulation with Four-Year Colleges and Universities: A Report.
19p. 1mf. L1 ED 303 224

California (Los Angeles)
Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568

California (San Diego)
Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568

California Achievement Tests
Longitudinal Study of Retention in the C.O.O.R. ISD Area.
42p. 1mf. L1 ED 303 558

California School Improvement Program
State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools.
50p. 1mf. L1 ED 303 432

Cambodia
Culture in Crisis: Cambodian Refugees in California.
9p. 1mf. L1 ED 303 530

Cambodians
Culture in Crisis: Cambodian Refugees in California.
9p. 1mf. L1 ED 303 530
Study of Self-Concept of Cambodian Children in Two Richmond Public Schools.
34p. 1mf. L1 ED 303 559

Camping
Basic Camp Management: An Introduction to Camp Administration. Second Edition.
148p. 2mf. L2 ED 303 312
Camp Standards with Interpretations for the Accreditation of Organized Camps. Revised Edition. Basic Standards Course Participant Workbook.
143p. 2mf. L2 ED 303 311
Camping Out: An Outdoor Education Program.
81p. 1mf. L2 ED 303 013
Economic Impact of Organized Camping in the United States in 1982: An Estimate and Analysis.
62p. 1mf. L2 ED 303 310
Nature's Classroom: A Program Guide for Camps and Schools.
126p. 2mf. L2 ED 303 309
Site and Facilities: A Resource Book for Camps.
96p. 1mf. L2 ED 303 313

Canada
Future Directions for Urban Social Planning in Canada. U.B.C. Planning Papers: Discussion Papers #11.
23p. 1mf. L1 ED 303 564
Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987.
153p. 2mf. L1 ED 303 566
Vulnerable: Sexual Abuse and People with an Intellectual Handicap.
128p. 2mf. L2 ED 302 975
Who Are the Homeless? What Is Homelessness? The Politics of Defining an Emerging Policy Issue. U.B.C. Planning Papers: Discussion Papers #10.
26p. 1mf. L1 ED 303 565

Canada (Prairie Provinces)
Student Achievement in English-Ukrainian Partial Immersion Programs.
81p. 1mf. L1 ED 303 031

Canfield Learning Styles Inventory
Discriminant Analysis of Teachers' Learning Styles: Profiled by Teaching Areas.
10p. 1mf. L1 ED 303 428

Capitalism
Two Traditions in Economics: Implications for Teaching U.S. and World History.
31p. 1mf. L1 ED 303 401

Cardiovascular System
Community Guide to Cholesterol Resources.
30p. 1mf. L1 ED 303 430
Detection, Evaluation, and Treatment of High Blood Pressure. Report of the Committee.
64p. 1mf. L1 ED 303 441

CARE Boosters Network
Care and Resources for Employees and Their Dependents.
56p. 1mf. L1 ED 303 251

Career Awareness
Experience Art.
236p. 3mf. L1 ED 303 391
Project Caribe, 1986-1987. OEA Evaluation Report.
48p. 1mf. L1 ED 303 050

Career Change
Gender Differences in the Career Paths of Educational Administrators in Pennsylvania.
26p. 1mf. L1 ED 302 876

Career Choice
Another Look at Second Graders Occupational Choices: Five Years Later.
10p. 1mf. L1 ED 303 511
Contrast/Comparison of Needs Assessment and Curricular Evaluation for Management Careers in Athletics and Intramurals.
23p. 1mf. L1 ED 303 451
High School Graduate Follow-Up Report, June 1987 Graduates.
65p. 1mf. L1 ED 303 532
Report of the Tennessee Task Force on the Supply of Minority Teachers.
11p. 1mf. L1 ED 303 458
Teacher Attitudes toward Their Preparation Program and Their Profession.
35p. 1mf. L1 ED 303 457

Career Counseling
Coordinating Career Counseling and Occupational Information Systems in the United States.
15p. 1mf. L1 ED 302 803
Counselling Farmers Facing Situationally Determined Career Change.
15p. 1mf. L1 ED 302 798
Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts.
479p. 5mf. L1 ED 302 648

Career Development
Black Faculty: The Reasons They Teach in Predominantly Black Colleges. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 091
Connections: Vocational Rehabilitation Training Package for Transition to College Trainers Manual .
102p. 2mf. L1 ED 302 995
Coordinating Career Counseling and Occupational Information Systems in the United States.
15p. 1mf. L1 ED 302 803
Faculty Vitality in "Different Worlds": The View from Three Academic Areas. ASHE 1988 Annual Meeting Paper.
41p. 1mf. L1 ED 303 098
Life History Influences on Holland Vocational Type Development. ASHE 1988 Annual Meeting Paper.
40p. 1mf. L1 ED 303 080

Career Education
Using the Newspaper in Secondary Science.
28p. 1mf. L1 ED 303 333

Career Exploration
Child Care. Exemplary Prevocational Programs for the Educable Mentally Retarded in Mississippi. PVO Unit XI--Miniunits 1-9.
83p. 1mf. L1 ED 302 720
Geriatrics. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XII--Miniunits 1-14.
122p. 2mf. L1 ED 302 721
Sewing. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XIII--Miniunits 1-10.
94p. 1mf. L1 ED 302 722

Career Guidance
Establishing a Personal Guidance Base in Two Colleges.
53p. 1mf. L1 ED 302 633

Career Ladders
Graduates of Doctoral Programs in Higher Education: Demographics and Career Patterns. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 073

Caregiver Training
Family Day Care Training Curriculum (Lao).
199p. 3mf. L1 ED 303 246
Family Day Care Training Curriculum.
132p. 2mf. L1 ED 303 244
Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese).
123p. 2mf. L1 ED 303 245

Caribbean Region
Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States.
79p. 1mf. L2 ED 303 567

Carl D Perkins Vocational Education Act 198
Recommendations for a Vocational Technical Education Act.
32p. 1mf. L2 ED 302 733

Case Management
Summary of the Minnesota Case Management Study. Brief Report #88-2.
46p. 1mf. L1 ED 302 989

Case Studies
Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report.
54p. 1mf. L1 ED 303 372
Getting at the Core of the New York State Mentor Teacher-Internship Program: Relationships.
28p. 1mf. L1 ED 303 463

Cataloging
Guide to Special Collections in the OCLC Database.
120p. 2mf. L1 ED 303 164

Catholic Schools
Family Choice and Parental Involvement in Inner-City Catholic High Schools: An Exploration of Psycho-Social and Organizational Factors.
49p. 1mf. L1 ED 302 950
Small Catholic Elementary School: Advantages and Opportunities.
126p. 2mf. L1 ED 303 290

Catholics
Pope John Paul II's Address to Black Catholics: A Motive Analysis.
18p. 1mf. L1 ED 302 865

Censorship
Why Americans Can't Handle Censorship (Even for Children).
30p. 1mf. L1 ED 302 945

Centre for Educ Research and Innovation (Fr
CERI's 20th Anniversary: A Special Supplement. Innovation in Education: News from the OECD-Paris, No. 51.
9p. 1mf. L2 ED 302 956

Cerebral Palsy
Bathing Techniques for Children Who Have Cerebral Palsy.
18p. 1mf. L2 ED 303 010
Dressing Techniques for Children Who Have Cerebral Palsy.
14p. 1mf. L2 ED 303 008
Effectiveness Indicators for Positive Integration of POHI (Physically and Other Health Impaired) Students.
41p. 1mf. L1 ED 303 001

Ceremonies
Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

Certification
Camp Standards with Interpretations for the Accreditation of Organized Camps. Revised Edition. Basic Standards Course Participant Workbook.
143p. 2mf. L2 ED 303 311
Kentucky's Automotive Certification Program.
15p. 1mf. L1 ED 302 653
Social Work Handbook.
73p. 1mf. L1 ED 302 743

Chambers of Commerce
Technical Education Program in Partnership with Business and Industry through a Metropolitan Chamber of Commerce.
22p. 1mf. L1 ED 302 724

Change Agents
Conversion of Teachers: Principal Influence and Teacher Autonomy.
34p. 1mf. L1 ED 302 877

Change Strategies
Continuity in Soviet Education--Another Gorbachev Hurdle.
36p. 1mf. L1 ED 302 913
Dropout Prevention Strategies.
8p. 1mf. L2 ED 302 897
Effectiveness, Productivity, and Excellence in American Schools.
15p. 1mf. L1 ED 302 949
New Technologies in the 1990s: A Socio-Economic Strategy. Conclusions and Recommendations of a Group of Experts on the Social Aspects of New Technologies.
24p. 1mf. L2 ED 303 140
Putting Together the Picture of School Improvement in Buffalo.
27p. 1mf. L1 ED 302 944
Remarks on Successful Economic Development Programs in Rural Areas.
7p. 1mf. L1 ED 303 307
Student Retention: Catalyst for Institutional Change.
78p. 1mf. L1 ED 303 196
Technology Options for Libraries. ERIC Digest.
3p. 1mf. L1 ED 303 177

Charleston County School District SC
Cognitive Skills Assessment Battery Administered to First Grade and Kindergarten Pupils, Fall 1987. Annual Report No. 87-28.
80p. 1mf. L1 ED 303 468

Check Lists
Developing a Faculty Checklist for Self-Evaluation for Teaching-Learning Effectiveness.
11p. 1mf. L1 ED 303 128

Chemical Engineering
Selective Guide to Literature on Chemical Engineering. Engineering Literature Guides, Number 9.
24p. mf. L3 ED 303 326

Child Abuse
Blame among Adult Women Sexually Abused as Children.
36p. 1mf. L2 ED 302 777
Vulnerable: Sexual Abuse and People with an Intellectual Handicap.
128p. 2mf. L2 ED 302 975

Child Care Occupations
Child Care. Exemplary Prevocational Programs for the Educable Mentally Retarded in Mississippi. PVO Unit XI--Miniunits 1-9.
83p. 1mf. L1 ED 302 720

Child Caregivers
Baby Moves: Relation to Learning.
20p. 1mf. L1 ED 303 273
Care and Resources for Employees and Their Dependents.
56p. 1mf. L1 ED 303 251
Demographic and Professional Dimensions of Child Care Providers.
124p. 2mf. L1 ED 303 263
Family Day Care Training Curriculum (Lao).
199p. 3mf. L1 ED 303 246
Family Day Care Training Curriculum.
132p. 2mf. L1 ED 303 244
Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese).
123p. 2mf. L1 ED 303 245
Southeast Asian Family Day Care Resource Manual.
72p. 1mf. L1 ED 303 247

Child Custody
Professional Standards of Practice in Child Custody Examinations.
15p. 1mf. L1 ED 302 762

Child Development
Jean Piaget Archives Bibliography on Mental Retardation.
21p. 1mf. L1 ED 302 997
Making Prevention a Way of Life: The Importance of Infant Development.
26p. 1mf. L1 ED 303 257

Child Health
Healthy Young Children: A Manual for Programs.
346p. 4mf. L2 ED 303 264

Child Rearing
Adolescent Responsibility, Parent-Child Relations, and School Performance.
34p. 1mf. L1 ED 303 253

Child Support
Non-Custodial Parent's Report of Child Support Payments.
21p. 1mf. L1 ED 302 786

Child Support Enforcement Program
Child Support Enforcement Program. Hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, Second Session (February 23, 25; and March 2, 1988).
642p. 7mf. L1 ED 303 268

Children
Adlerian Therapy with Aggressive Children.
15p. 1mf. L1 ED 302 790
Development of Justifications for Moral Judgements.
33p. 1mf. L1 ED 303 259
Effective Treatment in Home-Based Services.
9p. 1mf. L1 ED 302 796
Legal Liability of Children and Parents in North Dakota.
47p. 1mf. L1 ED 303 235
Translating Empirical Findings into an Intervention for Children of Divorce.
16p. 1mf. L1 ED 302 744

Childrens Literature
Evaluation of the Trends of Realism in Caldecott Winner and First Honor Books 1966-1986.
25p. 1mf. L1 ED 302 851
Incorporating Children's Literature into the Elementary School Reading and Language Arts Curriculum: An Annotated Bibliography.
57p. 1mf. L1 ED 302 853
Japanese Children's Books at the Library of Congress: A Bibliography of Books from the Postwar Years, 1946-1985.
60p. 1mf. L1 ED 303 380
Multicultural Resources for Literature. Grade One to Grade Six. Grade Seven to Grade Twelve.
33p. 1mf. L1 ED 303 292
Perfect Day for the Tajar: And Nine More Stories.
66p. 1mf. L2 ED 303 314

Childrens Rights
Supporting Individual Differences in the Classroom.
23p. 1mf. L1 ED 303 270

Childrens Television
Commercialization of Children's Television. Hearings on H.R. 3288, H.R. 3966, and H.R. 4125: Bills To Require the FCC To Reinstate Restrictions on Advertising during Children's Television, To Enforce the Obligation of Broadcasters To Meet the Educational Needs of the Child Audience, and for Other Purposes, before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress (September 15, 1987 and March 17, 1988).
354p. 4mf. L1 ED 303 136
Toy-Based Programming and Childrens Knowledge of Products.
6p. 1mf. L1 ED 303 158

Childrens Writing
You Can Help Your Young Child with Writing.
17p. 1mf. L1 ED 302 846

China
Discovering China: A Three Week Teaching/Learning Unit for Upper Elementary Grades.
19p. 1mf. L1 ED 303 398

(Continued)

China *(Continued)*
Play Chinese Games. 1987, Revised.
28p. 1mf. L1 ED 303 415

Chinese Culture
East Asia: The Yale Outreach Catalogue, 1988.
85p. 1mf. L1 ED 303 414

Cholesterol
Blood Cholesterol Measurement in Clinical Laboratories in the United States. Current Status. A Report from the Laboratory Standardization Panel of the National Cholesterol Education Program.
32p. 1mf. L1 ED 303 442
Community Guide to Cholesterol Resources.
30p. 1mf. L1 ED 303 430
High Blood Cholesterol in Adults. Report of the Expert Panel on Detection, Evaluation, and Treatment.
92p. 1mf. L1 ED 303 440

Church Related Colleges
Financial Report of Ontario Universities, 1987-88. Volume II--Affiliated and Federated Colleges and Universities.
269p. 3mf. L2 ED 303 119

Citizen Participation
Quest for Community in a National Republic: A Bicentennial Reappraisal. Final Report and Keynote Address, Virginia Assembly (Richmond, Virginia, April 8-10, 1988).
41p. 1mf. L2 ED 303 409

Citizenship Education
Civic Imperative: Examining the Need for Civic Education. Advances in Contemporary Educational Thought Series, Volume 3.
198p. mf. L3 ED 303 412

Citizenship Responsibility
Civic Imperative: Examining the Need for Civic Education. Advances in Contemporary Educational Thought Series, Volume 3.
198p. mf. L3 ED 303 412
Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports.
37p. 1mf. L1 ED 303 389

Civil Liberties
Democracy Threatened: India's Emergency of 1975. A Classroom Simulation.
35p. 1mf. L1 ED 303 402
Impact of Changing World Views on Educational and Legal Philosophy: The United States as Exemplar.
15p. 1mf. L1 ED 302 963
Rights of Students. The basic ACLU Guide to Student's Rights. Third Edition. An American Civil Liberties Handbook.
197p. 3mf. L1 ED 302 887

Civil Rights
Free Press & Fair Trial. Revised Edition.
101p. 2mf. L2 ED 303 377

Clark (Joe)
Moral Imagination and the Philosophy of School Leadership.
32p. 1mf. L1 ED 302 909

Class Activities
Activities-Based Languages Curriculum: The ALL Model.
13p. 1mf. L1 ED 303 029
Discovering China: A Three Week Teaching/Learning Unit for Upper Elementary Grades.
19p. 1mf. L1 ED 303 398
Increasing Cultural Literacy in the Basic Speech Communication Course.
8p. 1mf. L1 ED 302 860
Problem Solving Interactions on Electronic Networks.
19p. 1mf. L1 ED 303 155
Sequencing Stories in Spanish and English.
93p. 1mf. L1 ED 303 032

Class Size
School Productivity, Class Size, and Choice.
5p. 1mf. L2 ED 302 905
Some Analyses of Kindergarten Results in a Statewide Study of Class Size: Project ST*R, Tennessee, 1985-86. (Draft).
24p. 1mf. L1 ED 303 232
Three-Year Longitudinal Study of Small Class Size: The Metro-Nashville Public Schools Study: 1984-87.
29p. 1mf. L1 ED 302 928

Classroom Environment
Bright Beginnings: Summer Kindergarten.
106p. 2mf. L2 ED 303 256
Designing Portfolios for the Assessment of Elementary Literacy Teaching: Work-in-Progress.
21p. 1mf. L1 ED 302 842
How Does Your Garden Grow? Building Positive Environments for Children.
22p. 1mf. L1 ED 303 276
Ideas for Infant and Toddler Environments.
13p. 1mf. L1 ED 303 241

Classroom Observation Techniques
Re-Examination of the Behavioral Categories of Seven Behavior Rating Instruments: A Conceptual Analysis. A Final Research Report.
95p. 1mf. L1 ED 302 980
Stimulated Recall and Teachers' Thought Processes: A Critical Review of the Methodology and an Alternative Perspective.
20p. 1mf. L1 ED 303 500
Student-Teachers Learning from Experienced Teachers.
65p. 1mf. L2 ED 303 301

Classroom Techniques
Children's Writing in ESL. ERIC Digest.
3p. 1mf. L1 ED 303 046
Classroom Management: Theory into Practice.
9p. 1mf. L1 ED 302 874
Direct Students in Instructing Other Students. Second Edition. Module C-4 of Category C--Instructional Execution. Professional Teacher Education Module Series.
28p. 1mf. L1 ED 302 689
Discipline with Dignity.
279p. 3mf. L2 ED 302 938
Employ the Team Teaching Approach. Second Edition. Module C-19 of Category C--Instructional Execution. Professional Teacher Education Module Series.
32p. 1mf. L1 ED 302 649
How Does Your Garden Grow? Building Positive Environments for Children.
22p. 1mf. L1 ED 303 276
On-the-Job Training. A Tutor Guide for Training Job Instructors.
331p. 4mf. L1 ED 302 674
Small Catholic Elementary School: Advantages and Opportunities.
126p. 2mf. L1 ED 303 290
Technological Literacy: A Goal and Role for Secondary Industrial Education.
21p. 1mf. L1 ED 302 713

Classrooms
Comparison of the Classroom and Playground Behaviour of Mildly Disabled and Non-Disabled Students in an Integrated Educational Setting.
37p. 1mf. L1 ED 303 237

Cleaning
Bathing Techniques for Children Who Have Cerebral Palsy.
18p. 1mf. L2 ED 303 010

Clearinghouses
Institutional Projects Funded by OERI. Revised April 1988.
79p. 1mf. L1 ED 303 159

Cleft Palate
Feeding Techniques for Children Who Have Cleft Lip and Palate.
10p. 1mf. L2 ED 303 009

Clemson University SC
Assessment of Performance of Field Experiences at Clemson University.
18p. 1mf. L1 ED 303 444

Clerical Workers
Business Education Tests for Selected Office Occupations.
200p. 3mf. L1 ED 302 717

Climate Control
Energy Management for Human Service Agencies. Second Edition.
346p. 4mf. L1 ED 302 880

Clinical Diagnosis
Blood Cholesterol Measurement in Clinical Laboratories in the United States. Current Status. A Report from the Laboratory Standardization Panel of the National Cholesterol Education Program.
32p. 1mf. L1 ED 303 442
High Blood Cholesterol in Adults. Report of the Expert Panel on Detection, Evaluation, and Treatment.
92p. 1mf. L1 ED 303 440
Mental Health Problems of Disaster Victims.
21p. 1mf. L1 ED 302 774

Clinical Experience
Clinical Experiences in Educational Administration: A Selected Bibliography, 1960-1987. A UCEA Resource Document, #1402.
30p. 1mf. L1 ED 302 955

Clinical Supervision
Practical Guide for Instructional Supervision: A Tool for Administrators and Supervisors.
83p. 1mf. L2 ED 302 947

Clothing
Dressing Techniques for Children Who Have Cerebral Palsy.
14p. 1mf. L2 ED 303 008

Clothing Design
Dressing Techniques for Children Who Have Cerebral Palsy.
14p. 1mf. L2 ED 303 008

Clothing Instruction
Sewing. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XIII--Miniunits 1-10.
94p. 1mf. L1 ED 302 722

Coding
Development of Justifications for Moral Judgements.
33p. 1mf. L1 ED 303 259

Cognitive Ability
Infants' Recognition of Facial Expressions from Partial Features of the Face.
6p. 1mf. L1 ED 303 258
Toddlers. Selected Papers Number 58.
24p. 1mf. L1 ED 303 236

Cognitive Development
Effects of Self-Generated Examples on Retention of Selected Concepts.
21p. 1mf. L1 ED 303 501
Jean Piaget Archives Bibliography on Mental Retardation.
21p. 1mf. L1 ED 302 997
Organizational Context of Higher Order Thinking.
39p. 1mf. L1 ED 303 436
Shaping Oregon's Social Studies: A Recommended Scope and Sequence for Oregon Schools.
40p. 1mf. L1 ED 303 404

Cognitive Flexibility
Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
15p. 1mf. L1 ED 302 821

Cognitive Processes
"An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge.
37p. 1mf. L1 ED 303 366
Cognitive Representations of Physical Diseases.
15p. 1mf. L1 ED 302 750
Doing Science: Constructing Scientific Theories as an Introduction to Scientific Method. Scientific Theory and Method Project (STAMPS). Technical Report.
93p. 1mf. L1 ED 303 362
Identifying Domain-Specific Aspects of Critical Thinking Ability in Solving Problems in Biology.
16p. 1mf. L1 ED 303 517
Improving Cognitive Skills of Hearing-Impaired College Students. Final Report.
70p. 1mf. L1 ED 302 993
Organizational Context of Higher Order Thinking.
39p. 1mf. L1 ED 303 436
Preschool Children's Reading and Writing Awareness. Technical Report No. 442.
23p. 1mf. L1 ED 302 822
Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1.
94p. 1mf. L1 ED 303 271
Stimulated Recall and Teachers' Thought Processes: A Critical Review of the Methodology and an Alternative Perspective.
20p. 1mf. L1 ED 303 500
Understanding Equilibrium: The Study of Complex Systems. Final Project Report.
69p. 1mf. L1 ED 303 360
Verbal Reports of Thinking as Data for Validating Multiple-Choice Tests. Technical Report No. 445.
22p. 1mf. L1 ED 302 825

Cognitive Skills Assessment Battery
Cognitive Skills Assessment Battery Administered to First Grade and Kindergarten Pupils, Fall 1987. Annual Report No. 87-28.
80p. 1mf. L1 ED 303 468

Cognitive Stress Inoculation Training
Cognitive Strategies for Mentally Handicapped Clients.
21p. 1mf. L1 ED 302 800

Cognitive Structures
Academic Work and Institutional Culture: An Analysis. ASHE 1988 Annual Meeting Paper.
24p. 1mf. L1 ED 303 085
Can Prior Knowledge Hurt Text Comprehension? An Answer Borrowed from Plato, Aristotle, and Descartes.
14p. 1mf. L1 ED 302 843
Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1.
94p. 1mf. L1 ED 303 271
Ways of Thinking and the Development of Foundational Knowledge.
17p. 1mf. L1 ED 303 445

Cognitive Style
Adult Learning Handbook.
43p. 1mf. L2 ED 302 628
Discriminant Analysis of Teachers' Learning Styles: Profiled by Teaching Areas.
10p. 1mf. L1 ED 303 428
Integrating Learning Styles, Critical Thinking, and Models of Teaching in the Student Teaching Experience.
15p. 1mf. L1 ED 303 462

Cognitive Tests
Cognitive Skills Assessment Battery Administered to First Grade and Kindergarten Pupils, Fall 1987. Annual Report No. 87-28.
80p. 1mf. L1 ED 303 468

Coherence
Development and Validation of a Model for Text Coherency.
18p. 1mf. L1 ED 302 830

Cohort Analysis
Howard Community College Enrollment Projections: Fiscal Year 1989 and Fiscal Years 1990 through 1994. Research Report Number 55.
57p. 1mf. L1 ED 303 220

Collaborative Learning
Merging Computer Writing & Collaborative Learning: The Role of Space in Room N779.
11p. 1mf. L1 ED 302 849

Collaborative Research
Collaborative Research Goes to School: Guided Inquiry with Computers in Classrooms. Technical Report.
80p. 1mf. L1 ED 303 364

Collaboratives
School/College/Business Partnerships. Proceedings: The Conference of the University/Urban Schools National Task Force (10th, Santa Barbara, California, November 4-5, 1988).
93p. 1mf. L1 ED 303 539

College Administration
Coping with Crime on Campus.
246p. mf. L3 ED 303 060
Crime on Campus: Institutional Tort Liability for the Criminal Acts of Third Parties.
25p. 1mf. L2 ED 303 061
Graduates of Doctoral Programs in Higher Education: Demographics and Career Patterns. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 073
On Chairing the Educational Administration Program.
16p. 1mf. L1 ED 302 885
Periodic Review Report: April 1984-June 1988.
213p. 3mf. L1 ED 303 218
University Autonomy: Actual and Preferred Location of Authority. ASHE 1988 Annual Meeting Paper.
31p. 1mf. L1 ED 303 090

College Attendance
California College-Going Rates. 1987 Update. The Eleventh in a Series of Reports on New Freshman Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools. Report 88-26.
72p. 1mf. L1 ED 303 106
Differences in Family Influences on College Attendance Plans for Male and Female Ninth Graders. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 075
Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper.
33p. 1mf. L1 ED 303 076
University of Nevada System Enrollment Report Fall 1988.
20p. 1mf. L1 ED 303 111

College Bound Students
California College-Going Rates. 1987 Update. The Eleventh in a Series of Reports on New Freshman Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools. Report 88-26.
72p. 1mf. L1 ED 303 106
Differences in Family Influences on College Attendance Plans for Male and Female Ninth Graders. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 075
Institutional Research's Role in Enrollment Management: One Institution's Trials and Tribulations.
16p. 1mf. L1 ED 303 124
Study of Interests in Academic, Technical and Extracurricular College Programs by High School Juniors and Seniors.
64p. 1mf. L1 ED 303 211
Survey of Butler County High School Seniors, 1988.
32p. 1mf. L1 ED 303 230

College Buildings
Facilities Planning for Small Colleges.
220p. 3mf. L1 ED 302 903

College Choice
Survey of Butler County High School Seniors, 1988.
32p. 1mf. L1 ED 303 230

College Credits
Summary of Credit by Examination at the University of Texas at Austin 1986-1987.
22p. 1mf. L1 ED 303 058

College Curriculum
Making Connections: The Need for an Interdisciplinary Curriculum.
14p. 1mf. L1 ED 303 127

College Entrance Examinations
Local Norms and Test Characteristics for Selected Forms of the M.A.A. Placement Test.
11p. 1mf. L1 ED 303 488

College Faculty
Black Faculty: The Reasons They Teach in Predominantly Black Colleges. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 091
Dismissals of Tenured Faculty for Incompetence: An Analysis of Litigation Patterns. ASHE 1988 Annual Meeting Paper.
27p. 1mf. L1 ED 303 067
Entrepreneurs in Academe: Exploration of Behaviors among Life Scientists. ASHE 1988 Annual Meeting Paper.
45p. 1mf. L1 ED 303 102
Institutional Factors That Motivate Research Activity in Research Universities. A Progress Report. ASHE 1988 Annual Meeting Paper.
17p. 1mf. L1 ED 303 081
Scholar: Integrating Teaching and Research in Higher Education. ASHE 1988 Annual Meeting Paper.
21p. 1mf. L1 ED 303 095

College Freshmen
American Freshman: National Norms for Fall 1988.
245p. 3mf. L2 ED 303 133
Career Planning and Academic Skills Workshops for Incoming Freshmen.
11p. 1mf. L1 ED 302 787
Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88.
26p. 1mf. L1 ED 303 483
Profile of Incoming Freshmen at the University of Maryland College Park, 1988-1989. Research Report #14-88.
11p. 1mf. L1 ED 303 122
PVCC New Student Profile, Fall Semester 1988. Research Report Number 2-89.
23p. 1mf. L1 ED 303 229
Students' Motivation and Changes in Motivation during the First Year of College. ASHE 1988 Annual Meeting Paper.
22p. 1mf. L1 ED 303 069
Tinto's Model of College Withdrawal Applied to Women in Two Institutions.
37p. 1mf. L1 ED 303 214

College Graduates
Graduate Placement Report Annual Summary, 1988. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute.
19p. 1mf. L1 ED 303 222
Labette Community College: Analysis of Alumni Survey Results for 1987 and 1988 Graduates.
37p. 1mf. L1 ED 303 215
National Grad Survey (University) 1984. #86-02.
35p. 1mf. L1 ED 303 130
Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983.
21p. 1mf. L1 ED 303 538
Study of the Role of Community Colleges in the Achievement of the Bachelor's Degree in Washington State: Results of the Spring 1988 Bachelor's Degree Survey. Operations Report Number 89-1.
37p. 1mf. L1 ED 303 199

College Instruction
Developing a Faculty Checklist for Self-Evaluation for Teaching-Learning Effectiveness.
11p. 1mf. L1 ED 303 128
Humanities in America. A Report to the President, the Congress, and the American People.
49p. 1mf. L1 ED 303 408
Why Research May Underestimate Effects of Feedback from Student Ratings. ASHE 1988 Annual Meeting Paper.
10p. 1mf. L1 ED 303 083

College Mathematics
Understanding Students' Beliefs about Probability.
30p. 1mf. L1 ED 303 358

College Outcomes Assessment
Student Outcomes Assessment Survey 1987-88. ASHE 1988 Annual Meeting Paper.
39p. 1mf. L1 ED 303 084

College Planning
Community Forum: The First Step in Strategic Planning.
16p. 1mf. L1 ED 303 203
Energizing an Institution for Excellence.
11p. 1mf. L1 ED 303 194
Long Range Plan, 1988-1991. Williamsport Area Community College.
26p. 1mf. L1 ED 303 217
Planning Guide for Instructional Computing.
66p. 1mf. L1 ED 303 213

College Preparation
Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983.
21p. 1mf. L1 ED 303 538
University High School: An Early Intervention Collaboration "From Scratch".
32p. 1mf. L1 ED 303 465

College Presidents
What Do College and University Presidents Really Do? An Inside Look at Presidential Work. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 093

College Programs
Annual Report on Program Activities, 1986-87. The Twelfth in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities. Report No. 87-28.
31p. 1mf. L1 ED 303 109
Career Planning and Academic Skills Workshops for Incoming Freshmen.
11p. 1mf. L1 ED 302 787
Criteria for Pruning Academic Programs: Actual vs. Ideal. ASHE 1988 Annual Meeting Paper.
28p. 1mf. L1 ED 303 079
Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts.
479p. 5mf. L1 ED 302 648
Information Technology and the Wasted Resource. IT and Under-Represented Learners.
49p. 1mf. L1 ED 302 644
Technical Education Program in Partnership with Business and Industry through a Metropolitan Chamber of Commerce.
22p. 1mf. L1 ED 302 724

College Role
Academic Work and Institutional Culture: An Analysis. ASHE 1988 Annual Meeting Paper.
24p. 1mf. L1 ED 303 085
AIDS Policies and Resources for Community Colleges.
46p. 1mf. L1 ED 303 192
Community College Advanced Technology Centers: Meeting America's Need for Integrated, Comprehensive Economic Development.
12p. 1mf. L1 ED 302 735
Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System.
38p. 1mf. L1 ED 303 202

College School Cooperation
Academic Staff Secondment and Exchange between Colleges of Education and Schools.
87p. 1mf. L2 ED 303 300
Administrator Training Program. A Model of Educational Leadership.
16p. 1mf. L1 ED 302 882
After Three Years: A Status Report on the International High School at LaGuardia Community College.
25p. 1mf. L1 ED 303 216
Community College-High School Connection. Articulated Programs at San Juan College.
40p. 1mf. L1 ED 302 643
CUNY/BOE Student Mentor Program: A Collaborative Program. Mentor Handbook.
41p. 1mf. L1 ED 302 759
Designing and Implementing a Collaborative Model for Minority Recruitment. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 078
Strategies and Effectiveness of Rural Schools/University Collaborations.
68p. 1mf. L1 ED 303 299
University High School: An Early Intervention Collaboration "From Scratch".
32p. 1mf. L1 ED 303 465

College Science
Problem Solving Behaviors of Successful and Unsuccessful Subjects Leading to a Genetics Problem Solving Model.
39p. 1mf. L1 ED 303 376
Professional Engineering Handbook.
125p. 2mf. L1 ED 303 343
Selective Guide to Literature on Agricultural Engineering. Engineering Literature Guides, Number 4.
25p. mf. L3 ED 303 325
Selective Guide to Literature on Chemical Engineering. Engineering Literature Guides, Number 9.
24p. mf. L3 ED 303 326
Selective Guide to Literature on Computer Engineering. Engineering Literature Guides, Number 1.
23p. mf. L3 ED 303 327
Selective Guide to Literature on Computer Science. Engineering Literature Guides, Number 3.
21p. mf. L3 ED 303 328
Selective Guide to Literature on Engineering Geology. Engineering Literature Guides, Number 7.
26p. mf. L3 ED 303 329
Selective Guide to Literature on Mechanical Engineering. Engineering Literature Guides, Number 2.
24p. mf. L3 ED 303 330
Selective Guide to Literature on Mining Engineering. Engineering Literature Guides, Number 6.
43p. mf. L3 ED 303 331
Selective Guide to Literature on Software Review Sources. Engineering Literature Guides, Number 8.
34p. mf. L3 ED 303 332

College Second Language Programs
ESL Program Administration in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 303 045

College Student Experiences Questionnaire
Uses of the College Student Experiences Questionnaire. ASHE Symposium. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 101

College Students
Baseline Geography Competency Test Administered in Indiana Universities.
11p. 1mf. L1 ED 303 378
Career Development Potential of University Students with Learning Disabilities.
20p. 1mf. L1 ED 302 799
College Impact and Student Liberalism Revisited: The Effect of Student Peers. ASHE 1988 Annual Meeting Paper.
28p. 1mf. L1 ED 303 066
CUNY/BOE Student Mentor Program: A Collaborative Program. Mentor Handbook.
41p. 1mf. L1 ED 302 759
Effect of Unstructured Evaluation on Academic Integrity.
13p. 1mf. L1 ED 303 508
Gender and Grade Expectation in University Students.
13p. 1mf. L1 ED 302 781
Model Computer Literacy Course.
8p. 1mf. L1 ED 303 139
Nature of Field Independence: Percentiles and Factor Structure of the Finding Embedded Figures Test--Research Edition.
32p. 1mf. L1 ED 303 520
Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88.
16p. 1mf. L1 ED 303 484
Uses of the College Student Experiences Questionnaire. ASHE Symposium. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 101

College Transfer Students
PVCC New Student Profile, Fall Semester 1988. Research Report Number 2-89.
23p. 1mf. L1 ED 303 229
QUEST: A Model Transfer Program and Evaluation of QUEST Program.
104p. 2mf. L1 ED 303 209
Study of the Role of Community Colleges in the Achievement of the Bachelor's Degree in Washington State: Results of the Spring 1988 Bachelor's Degree Survey. Operations Report Number 89-1.
37p. 1mf. L1 ED 303 199
Study of Transfer Students at Public Institutions of Higher Education in North Dakota.
44p. 1mf. L1 ED 303 114
Transfer and Articulation with Four-Year Colleges and Universities: A Report.
19p. 1mf. L1 ED 303 224

Colleges
Marketing Higher Education to Adults.
25p. 1mf. L1 ED 302 664

Colombia
Decentralization and Regionalization in Educational Administration: Comparisons of Venezuela, Colombia and Spain.
37p. 1mf. L1 ED 302 873

Colonialism
"Language Struggle" in South Africa: Emergence and Development in Educational Policy. 1987-1988 World Education Monograph Series, Number One.
26p. 1mf. L1 ED 303 028

Colorado
2+2 Project Report 1987.
35p. 1mf. L1 ED 303 420

Columbia University NY Teachers College
Out of the Kitchen: The Transformation of Teachers College, Columbia University, 1913-1933. ASHE 1988 Annual Meeting Paper.
35p. 1mf. L1 ED 303 072

Columbus (Christopher)
Columbian Voyages, the Columbian Exchange, and Their Historians. Essays on Global and Comparative History.
34p. 1mf. L2 ED 303 417

Commercial Television
Commercialization of Children's Television. Hearings on H.R. 3288, H.R. 3966, and H.R. 4125: Bills To Require the FCC To Reinstate Restrictions on Advertising during Children's Television, To Enforce the Obligation of Broadcasters To Meet the Educational Needs of the Child Audience, and for Other Purposes, before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress (September 15, 1987 and March 17, 1988).
354p. 4mf. L1 ED 303 136
Picture Improves: A Look at the 1984 Television Season. An Analysis of Female TV Characters on Programs Premiering in 1984.
16p. 1mf. L2 ED 303 147
Prime Time Women. An Analysis of Older Women on Entertainment Television.
30p. 1mf. L2 ED 303 148
Status of Women in the Broadcasting Industry Today. Proceedings of a Sympoisum (Washington, D.C., December 5, 1984).
22p. 1mf. L2 ED 303 149
Trouble on the Set. An Analysis of Female Characters on 1985 Television Programs.
18p. 1mf. L2 ED 303 150
What's Wrong with This Picture? A Look at Working Women on Television.
25p. 1mf. L2 ED 303 146
Women Out of View. An Analysis of Female Characters on 1987-88 TV Programs.
30p. 1mf. L2 ED 303 151

Commitment
Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools.
138p. 2mf. L1 ED 303 535

Communicable Diseases
Cognitive Representations of Physical Diseases.
15p. 1mf. L1 ED 302 750
Illness Cognition and Responses to AIDS.
28p. 1mf. L1 ED 302 749

Communication (Thought Transfer)
Amelia Bedelia in the Library or Effective Communication for Leadership.
17p. 1mf. L2 ED 303 184
Improving Teacher-Supervisor Communication through Modification of the Communication Context: An Examination of the Effects of Cooperative, Supervisor Controlled, and Minimal Evaluation on Instruction and the Teacher-Supervisor Relationship.
28p. 1mf. L1 ED 302 875
Language of Library Leadership: Effective Communication.
32p. 1mf. L1 ED 303 188
Language, Leadership and Librarians.
17p. 1mf. L1 ED 303 187
Leadership in a Major Science-Engineering Library: Social and Political Factors and the Need to Communicate.
20p. 1mf. L1 ED 303 189
U.S. Policies in Third World: An Economic Perspective.
12p. 1mf. L2 ED 302 861

Communication Aids (for Disabled)
(PACT) Partners in Augmentative Communication Training: A Resource Guide for Interaction Facilitation Training for Children.
142p. 2mf. L2 ED 303 015
Equal Telecommunications Access for Deaf and Hard of Hearing Virginians (TDD/Message Relay Programs). Report to the Governor and the General Assembly of Virginia. House Document No. 9.
58p. 1mf. L1 ED 302 985
Express Yourself: Communication Disabilities Need Not Be Handicaps.
182p. 2mf. L2 ED 303 012

Communication Apprehension
Instructional Approach for Minimizing Stage Fright: Insights from Buss' Theory of Audience Anxiety.
17p. 1mf. L1 ED 302 856
Relationships among Communication Apprehension, Reading Achievement, Teacher-Perceived Communication Apprehension, and Intelligence.
17p. 1mf. L1 ED 302 858

Communication Disorders

(PACT) Partners in Augmentative Communication Training: A Resource Guide for Interaction Facilitation Training for Children. 142p. 2mf. L2 ED 303 015

Express Yourself: Communication Disabilities Need Not Be Handicaps. 182p. 2mf. L2 ED 303 012

Communication Research

Communication-Based Training Programs and Evaluation Methods of Five Pittsburgh Hospitals. 22p. 1mf. L1 ED 302 867

Communication Skills

Amelia Bedelia in the Library or Effective Communication for Leadership. 17p. 1mf. L2 ED 303 184

Changing Organizational Cultures in Libraries through Effective Leadership Communication. 23p. 1mf. L1 ED 303 185

Communication: Essential for Leadership to a Public Good--an Information Infrastructure. 17p. 1mf. L1 ED 303 186

Ideas for Infant and Toddler Environments. 13p. 1mf. L1 ED 303 241

Language of Library Leadership: Effective Communication. 32p. 1mf. L1 ED 303 188

Language, Leadership and Librarians. 17p. 1mf. L1 ED 303 187

Sequencing Stories in Spanish and English. 93p. 1mf. L1 ED 303 032

Tell-A-Phone: A Pragmatic Tool for Speech and Language Intervention. 39p. 1mf. L2 ED 303 014

Communications

Industrial Arts Instructional Tasks/Competencies for Graphic Communications. Competency-Based Education. 219p. 3mf. L1 ED 302 669

Communications Satellites

Teacher Effectiveness via Interactive Satellite: Preliminary Findings from Observation of Three Teachers over the TI-IN Interactive Satellite Network. 20p. 1mf. L1 ED 303 295

Communicative Competence (Languages)

Le Developpement du francais oral soutenu par l'analyse du langage, 3e-6e annee (The Development of Sustained Oral French through Language Analysis, Grades 3-6). Serie: Le Francais a l'ecole primaire. Documentation pedagogique numero 9. 131p. 2mf. L2 ED 303 042

Community

Quest for Community in a National Republic: A Bicentennial Reappraisal. Final Report and Keynote Address, Virginia Assembly (Richmond, Virginia, April 8-10, 1988). 41p. 1mf. L2 ED 303 409

Community Action

Remarks on Successful Economic Development Programs in Rural Areas. 7p. 1mf. L1 ED 303 307

Community Attitudes

Rural-Urban Differences in Environmental Concern: A Closer Look. 53p. 1mf. L1 ED 303 280

Community Colleges

Analyzing Marketing Strategies Designed To Increase Minority Student Enrollment at Selected Urban Community Colleges. 34p. 1mf. L1 ED 303 205

Community College Advanced Technology Centers: Meeting America's Need for Integrated, Comprehensive Economic Development. 12p. 1mf. L1 ED 302 735

Exemplary Practices Linking Economic Development and Job Training. 24p. 1mf. L1 ED 302 715

Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System. 38p. 1mf. L1 ED 303 202

Maryland Community Colleges Databook, January 1989. 182p. 2mf. L1 ED 303 227

Report on Community College Program Review, Fiscal Year 1988. Agenda Item #10. 12p. 1mf. L1 ED 303 195

Review of Out-of-State/Out-of-Country Fees. 22p. 1mf. L1 ED 303 225

Transfer and Articulation with Four-Year Colleges and Universities: A Report. 19p. 1mf. L1 ED 303 224

Community Information Services

AIDS Policies and Resources for Community Colleges. 46p. 1mf. L1 ED 303 192

Community Involvement

Community Forum: The First Step in Strategic Planning. 16p. 1mf. L1 ED 303 203

Humanities in America. A Report to the President, the Congress, and the American People. 49p. 1mf. L1 ED 303 408

Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children. 69p. 1mf. L1 ED 303 243

Community Leaders

Community Forum: The First Step in Strategic Planning. 16p. 1mf. L1 ED 303 203

Community Organizations

Neighborhood Organizing for Urban School Reform. 182p. mf. L3 ED 303 550

Community Programs

Family-Centered Health Care for Medically Fragile Children: Principles and Practices. 37p. 1mf. L1 ED 303 000

Community Resources

Community Guide to Cholesterol Resources. 30p. 1mf. L1 ED 303 430

Community Services

Evaluation Manual for Community-Based Training Programs. 392p. 5mf. L1 ED 303 190

Preschool Puzzle: A Study of Early Intervention Programs and Services. 94p. 1mf. L1 ED 302 991

Community Support

Business/Education Partnerships in South Carolina. Model Projects. 41p. 1mf. L1 ED 302 637

Public Involvement Programs. Statewide Survey Data. 76p. 1mf. L1 ED 302 638

Comparative Analysis

Benefits of Using Planned Comparisons Rather Than Post Hoc Tests: A Brief Review with Examples. 15p. 1mf. L1 ED 303 490

Measurement of Student Perceptions of Teaching Competencies. 10p. 1mf. L1 ED 303 453

Comparative Education

Pi Lambda Theta Summer 1988 Orient Study Tour, University of Hawaii at Manoa Campus. Course Title: International Education and East Asia. Research Report. 23p. 1mf. L1 ED 302 894

Compensatory Education

Chapter 1 in North Carolina, 1986-1987. 36p. 1mf. L1 ED 303 537

Competence

Industrial Arts Instructional Tasks/Competencies for Graphic Communications. Competency-Based Education. 219p. 3mf. L1 ED 302 669

Vocational Education Home Economics Education Teacher Handbook Grades 7-12. North Carolina Competency-Based Curriculum. 491p. 6mf. L1 ED 302 737

Competency Based Education

Corrections Education Evaluation System Model. 83p. 1mf. L1 ED 303 525

Corrections Officer Core Training Course Manual. Appendix A-2. Revised. Standards and Training for Corrections Program. 159p. 2mf. L1 ED 302 698

Corrections Officer Knowledge/Skill Maps. Standards and Training for Corrections Program. 173p. 2mf. L1 ED 302 697

Development of a Competency-Based Vocational Articulation Program between Mercer County Community College and Four Secondary Schools. 113p. 2mf. L1 ED 303 212

Entrepreneurship Education Instructor's Manual. Competency-Based Education. 318p. 4mf. L1 ED 302 654

Juvenile Counselor Core Training Course Manual. Appendix B-2. Standards and Training for Corrections Program. 132p. 2mf. L1 ED 302 705

Juvenile Counselor Knowledge/Skill Maps. Standards and Training for Corrections Program. 158p. 2mf. L1 ED 302 704

Keyboarding Curriculum Guide. 138p. 2mf. L2 ED 302 716

Math Exit Competencies Handbook for Selected Kentucky Postsecondary Industrial Education Programs: Air Conditioning, Autobody, Automechanics, Carpentry, Drafting, Electricity, Electronics, Graphic Arts, Machine Shop, Masonry, Welding. 227p. 3mf. L1 ED 302 656

Probation Officer Core Training Course Manual. Appendix C-2. Standards and Training for Corrections Program. 137p. 2mf. L1 ED 302 712

Probation Officer Knowledge/Skill Maps. Standards and Training for Corrections Program. 156p. 2mf. L1 ED 302 711

Project ABC: Advancement Based on Competency. 1982-1987 Summary Report. 33p. 1mf. L1 ED 303 471

Training Bibliography. 198p. 3mf. L1 ED 302 672

Competency Based Geographic Test

Baseline Geography Competency Test Administered in Indiana Universities. 11p. 1mf. L1 ED 303 378

Competency Based Teacher Education

Direct Students in Instructing Other Students. Second Edition. Module C-4 of Category C--Instructional Execution. Professional Teacher Education Module Series. 28p. 1mf. L1 ED 302 689

Employ the Team Teaching Approach. Second Edition. Module C-19 of Category C--Instructional Execution. Professional Teacher Education Module Series. 32p. 1mf. L1 ED 302 649

Implementation Guide...for Performance-Based Teacher Education & Competency-Based Staff Development. Second Edition. Professional Teacher Education Module Series. 88p. 1mf. L1 ED 302 651

Prepare for Students' Related Instruction. Second Edition. Module J-9 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series. 40p. 1mf. L1 ED 302 650

Competition

Competitive Edge. 20p. 1mf. L1 ED 302 658

Competitive Selection

Analysis of Research and Lecturing Proposals That Meet Fulbright Quality Standards. 16p. 1mf. L1 ED 303 112

Compliance (Legal)

Asbestos-in-Schools: A Guide to New Federal Requirements for Local Education Agencies. 47p. 1mf. L1 ED 303 345

Fighting Drugs in the Schools: A Legal Manual. 143p. 2mf. L2 ED 302 916

North Carolina Vocational Education Performance Report. Program Year 1987-88. 104p. 2mf. L1 ED 302 728

Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1988. October 1987 through September 1988. 187p. 2mf. L1 ED 303 262

Report on Year 1 Activities under Part H--The Handicapped Infant and Toddlers Program. 29p. 1mf. L1 ED 302 988

Computer Assisted Instruction

CREATE: Center for Research and Evaluation in the Application of Technology to Education. Second Annual Report. 45p. 1mf. L1 ED 303 018

Curriculum Reformulation: Incorporating Technology into Science Instruction. 53p. 1mf. L1 ED 303 352

Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions. 55p. 1mf. L1 ED 303 367

Effectiveness of Using Interactive Computer Programs To Model Textbook Reading Strategies for University and Community College Psychology and Biology Students. 28p. 1mf. L1 ED 302 810

Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report. 54p. 1mf. L1 ED 303 372

From Recitation to Construction: Teachers Change with New Technologies. Technical Report. 27p. 1mf. L1 ED 303 371

Improving the Consistency in Which Teachers of Grades Fourth through Sixth Use Microcomputers To Assist Instruction. 91p. 1mf. L2 ED 303 143

Logo and Lexical Categories. 12p. 1mf. L1 ED 303 144

Perspective on Academic Computing Today. 11p. 1mf. L1 ED 303 154

Planning for Computers in Education: A Resource Handbook. Revised. 166p. 2mf. L1 ED 303 142

Planning Guide for Instructional Computing. 66p. 1mf. L1 ED 303 213

Requirements for the Use of Courseware in Mother Tongue Education. 13p. 1mf. L1 ED 303 035

San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report. 209p. 3mf. L1 ED 303 286

Students at Risk: How Computers and Software Can Help. 5p. 1mf. L1 ED 303 135

Summary of Computer Usage and Inventory of Computer Utilization in Curriculum. FY 1987-88. 55p. 1mf. L1 ED 303 161

Computer Assisted Testing

Computer-Based and Paper-Based Measurement of Semantic Knowledge. 34p. 1mf. L1 ED 303 518

Development, Validation, and Use of an Item Bank for Police Promotion Examinations. 6p. 1mf. L1 ED 303 496

On-Line Evaluation and Remediation of Programming Skills. 8p. 1mf. L1 ED 303 153

Computer Centers

Communication: Essential for Leadership to a Public Good--an Information Infrastructure. 17p. 1mf. L1 ED 303 186

Computer Games

Crazy Critters: Creating New Life Forms in Logo. 17p. 1mf. L1 ED 303 137

Computer Graphics

Metaphors for Understanding Graphs: What You See Is What You See. 30p. 1mf. L1 ED 303 369

Potpourri of Pascal Programs. 37p. 1mf. L1 ED 303 359

Computer Literacy

Improving the Consistency in Which Teachers of Grades Fourth through Sixth Use Microcomputers To Assist Instruction. 91p. 1mf. L2 ED 303 143

Model Computer Literacy Course. 8p. 1mf. L1 ED 303 139

Computer Managed Instruction

Planning Guide for Instructional Computing. 66p. 1mf. L1 ED 303 213

Computer Mapping

Computer Mapping Super Tuesday Results in the South. 11p. 1mf. L1 ED 303 410

Computer Networks

Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report. 14p. 1mf. L1 ED 303 374

Problem Solving Interactions on Electronic Networks. 19p. 1mf. L1 ED 303 155

Talking about Teaching, by Writing: The Use of Computer-Based Conferencing for Collegial Exchange among Teachers. Technical Report. 116p. 2mf. L1 ED 303 363

Computer Science Education

Selective Guide to Literature on Computer Engineering. Engineering Literature Guides, Number 1. 23p. mf. L3 ED 303 327

Selective Guide to Literature on Computer Science. Engineering Literature Guides, Number 3. 21p. mf. L3 ED 303 328

Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report. 194p. 3mf. L1 ED 303 353

Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987. 19p. 1mf. L1 ED 303 472

Computer Simulation

Problem Solving Behaviors of Successful and Unsuccessful Subjects Leading to a Genetics Problem Solving Model. 39p. 1mf. L1 ED 303 376

Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report. 200p. 3mf. L1 ED 303 375

Computer Software

Consumer's Guide to LOGIST and BILOG. 76p. 1mf. L1 ED 303 473

Crazy Critters: Creating New Life Forms in Logo. 17p. 1mf. L1 ED 303 137

Integrating Computers and Electronic Technology into the Curriculum for Students with Multiple Handicaps. 78p. 1mf. L1 ED 303 017

Potpourri of Pascal Programs. 37p. 1mf. L1 ED 303 359

Practical Downloading to Desktop Publishing: Enhancing the Delivery of Information. 7p. 1mf. L1 ED 303 181

Students at Risk: How Computers and Software Can Help. 5p. 1mf. L1 ED 303 135

Computer Software Reviews

Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1989 Edition. 129p. mf. L3 ED 303 141

Selective Guide to Literature on Software Review Sources. Engineering Literature Guides, Number 8. 34p. mf. L3 ED 303 332

Computer System Design

Express Yourself: Communication Disabilities Need Not Be Handicaps. 182p. 2mf. L2 ED 303 012

Understanding Library Microcomputer Systems. Professional Skills Series. 136p. 2mf. L2 ED 303 182

Computer Uses in Education

Adult Education and Technology Project Report 1987-1988. 26p. 1mf. L1 ED 302 725

Adult Education Report. 104p. 2mf. L1 ED 302 726

Can Models Foster Conceptual Change? The Case of Heat and Temperature. Technical Report. 158p. 2mf. L1 ED 303 365

Change in Public Education: A Technological Perspective. Trends & Issues, Series Number 1. 32p. 1mf. L1 ED 302 940

Collaborative Research Goes to School: Guided Inquiry with Computers in Classrooms. Technical Report. 80p. 1mf. L1 ED 303 364

CREATE: Center for Research and Evaluation in the Application of Technology to Education. Second Annual Report. 45p. 1mf. L1 ED 303 018

Curriculum Reformulation: Incorporating Technology into Science Instruction. 53p. 1mf. L1 ED 303 352

Doing Science: Constructing Scientific Theories as an Introduction to Scientific Method. Scientific Theory and Method Project (STAMPS). Technical Report. 93p. 1mf. L1 ED 303 362

Educational Technology Center Fifth Year Report. 134p. 2mf. L1 ED 303 373

Essential Learning Outcomes: Mathematics. 150p. 2mf. L2 ED 303 356

Integrating Computers and Electronic Technology into the Curriculum for Students with Multiple Handicaps. 78p. 1mf. L1 ED 303 017

Merging Computer Writing & Collaborative Learning: The Role of Space in Room N779. 11p. 1mf. L1 ED 302 849

Concept Formation

Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441. 15p. 1mf. L1 ED 302 821

Effects of Self-Generated Examples on Retention of Selected Concepts. 21p. 1mf. L1 ED 303 501

Foundational Studies as a New Liberal Art: Educology. 19p. 1mf. L1 ED 303 446

Integrating Information in Conceptual Models. Use of an Information Structure in Building Conceptual Models for Behavioural Studies. Research Bulletin 70. 70p. 1mf. L1 ED 303 454

Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440. 53p. 1mf. L1 ED 302 820

Research to Impact Practitioners: Teaching Concepts to At-Risk Children. 16p. 1mf. L1 ED 303 261

Concept Teaching

Density: A Definition, a Concept, or Both? 9p. 1mf. L1 ED 303 336

Conceptual Frameworks

Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440. 53p. 1mf. L1 ED 302 820

Confirmatory Factor Analysis

Confirmatory Factor Analysis of Data from the Myers-Briggs Type Indicator. 20p. 1mf. L1 ED 303 489

Conflict

Perspective-Taking, Position Power, and Third Party Intervention Style: A Classroom Application. 27p. 1mf. L1 ED 302 862

Conflict of Interest

University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper. 77p. 1mf. L1 ED 303 100

Conflict Resolution

Leadership, Conflict Management, and Researcher Motivation and Productivity in Scientific R & D Laboratories: The Case of Japan. ASHE 1988 Annual Meeting Paper. 78p. 1mf. L1 ED 303 082

Perspective-Taking, Position Power, and Third Party Intervention Style: A Classroom Application. 27p. 1mf. L1 ED 302 862

Conformity

Effect of Attitude of Partner on Sex Role Attitudes. 13p. 1mf. L1 ED 302 783

Connecticut

High School Graduate Follow-Up Report, June 1987 Graduates. 65p. 1mf. L1 ED 303 532

Consensus

Utilization of Consensus Techniques by Speech Therapists To Increase Alternative Speech and Language Models for Elementary Children. 104p. 2mf. L1 ED 303 022

Conservation (Environment)

Development and International Environmental Education. 24p. 1mf. L1 ED 302 932

Rural-Urban Differences in Environmental Concern: A Closer Look. 53p. 1mf. L1 ED 303 280

Constitutional History

Constitution: Experiencing Democracy. A Curriculum Guide for Elementary Schools. 534p. 6mf. L1 ED 303 405

Constitutional Law

Biology, Medicine, and the Bill of Rights. Special Report. 130p. 2mf. L1 ED 303 323

Free Press & Fair Trial. Revised Edition. 101p. 2mf. L2 ED 303 377

Constitutional Rights Foundation

Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports. 37p. 1mf. L1 ED 303 389

Construct Validity

Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88. 23p. 1mf. L1 ED 303 479

Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88. 26p. 1mf. L1 ED 303 483

Internal Construct Validation Study of the "Iowa Tests of Basic Skills" (Level 12, Form G) Reading Comprehension Test Items. 24p. 1mf. L1 ED 303 481

Reliability and Validity of a Scale To Measure Teachers' Attitudes toward Integration, in an Australian Context. 20p. 1mf. L1 ED 303 239

Constructivism

"An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge. 37p. 1mf. L1 ED 303 366

Understanding Students' Beliefs about Probability. 30p. 1mf. L1 ED 303 358

Consultants

Shortcuts to Excellence: Techniques To Increase Personal Productivity, Job Satisfaction and Organizational Effectiveness. 11p. 1mf. L1 ED 302 757

Consumer Economics

Classifying the Consumers of Higher and Continuing Education. 16p. 1mf. L1 ED 303 125

Consumer Education

Evaluating the Mathematics Scores of Students Who Participate in a School Store. 11p. 1mf. L1 ED 303 513

Content Analysis

Assessment of Knowledge and Skills Needed in Selected Engineering Technician Fields: Mechanical/Manufacturing/Industrial. 137p. 2mf. L1 ED 302 627

Study of the Use of Geography Textbooks by Selected Teachers in English Secondary Schools. 657p. 7mf. L1 ED 303 411

Content Area Reading

Effectiveness of Using Interactive Computer Programs To Model Textbook Reading Strategies for University and Community College Psychology and Biology Students. 28p. 1mf. L1 ED 302 810

Context Clues

Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduates. 22p. 1mf. L1 ED 302 831

Prior Knowledge and Task Variations in Learning Word Meanings from Context. 18p. 1mf. L1 ED 302 806

Context Effect

Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduates. 22p. 1mf. L1 ED 302 831

Context and the Development of Metaphor Comprehension. Technical Report No. 444. 16p. 1mf. L1 ED 302 824

Contextualization

Assessing the Import of Media-Related Effects: Some Contextualist Considerations. 30p. 1mf. L1 ED 302 871

Continuation Students

"Personal Growth: A Continuation High School Drug Defense." 12p. 1mf. L1 ED 302 760

Continuing Education

"Personal Growth: A Continuation High School Drug Defense." 12p. 1mf. L1 ED 302 760

Education and the Economy. A Vocational Perspective. A Vocational Training Council Discussion Paper Based on a Survey Conducted between July and November 1985. 29p. 1mf. L1 ED 302 673

Contraception

Adolescent Reproductive Behaviour: An Annotated Bibliography. 291p. 4mf. L1 ED 302 771

Contracts

Community College-High School Connection. Articulated Programs at San Juan College. 40p. 1mf. L1 ED 302 643

Interagency Vendorization: Expanding Supported Employment Services. Fourth Revision. 94p. 1mf. L1 ED 302 992

Legal Liability of Children and Parents in North Dakota. 47p. 1mf. L1 ED 303 235

Conversational Language Courses

I Can Speak French. 228p. 3mf. L2 ED 303 047

I Can Speak Italian. 182p. 2mf. L2 ED 303 049

I Can Speak Spanish. 195p. 3mf. L2 ED 303 048

Cooperation

Decentralization and Regionalization in Educational Administration: Comparisons of Venezuela, Colombia and Spain. 37p. 1mf. L1 ED 302 873

Improving Teacher-Supervisor Communication through Modification of the Communication Context: An Examination of the Effects of Cooperative, Supervisor Controlled, and Minimal Evaluation on Instruction and the Teacher-Supervisor Relationship. 28p. 1mf. L1 ED 302 875

Cooperative Education

Prepare for Students' Related Instruction. Second Edition. Module J-9 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series. 40p. 1mf. L1 ED 302 650

Transition from School to Employment for the "At Risk" Student: Two Models. 21p. 1mf. L1 ED 302 802

Cooperative Institutional Research Program

American Freshman: National Norms for Fall 1988. 245p. 3mf. L2 ED 303 133

Cooperative Learning

Cooperative Learning in the Middle School. 15p. 1mf. L1 ED 302 866

Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2. 19p. 1mf. L2 ED 303 553

Cooperative Planning

Early Intervention Team Approaches: The Transdisciplinary Model. 21p. 1mf. L1 ED 302 971

Using the Local Vocational Advisory Council To Perform Program Assessment: A Case Study. A Final Report on the Fairbanks Vocational Education Assessment Project. 21p. 1mf. L1 ED 302 732

Cooperative Programs

Cooperative Efforts in Urban Literacy: Learnings from the Urban Literacy Network's Grant Projects. 27p. 1mf. L1 ED 302 629

Handbook for Short-Term Training. 83p. 1mf. L1 ED 302 657

Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987. 153p. 2mf. L1 ED 303 566

Joining Forces: Linking the Education and Social Welfare Systems To Help At-Risk Children and Youth. 7p. 1mf. L1 ED 302 917

Progression into Engineering. Building Bridges between Education, Training and Employment. 190p. 2mf. L1 ED 302 663

Progression into Engineering. Building Bridges between Education, Training and Employment. 36p. 1mf. L1 ED 302 662

School/College/Business Partnerships. Proceedings: The Conference of the University/Urban Schools National Task Force (10th, Santa Barbara, California, November 4-5, 1988). 93p. 1mf. L1 ED 303 539

Study of the Attitudes and Perceptions of Principals toward the Adopt-a-School Program and Related Program Characteristics. 37p. 1mf. L1 ED 302 927

Successful Schooling for the At-Risk Student: Conference Report and Recommendations. 21p. 1mf. L1 ED 303 560

Technical Education Program in Partnership with Business and Industry through a Metropolitan Chamber of Commerce. 22p. 1mf. L1 ED 302 724

COOR Intermediate School District MI

Longitudinal Study of Retention in the C.O.O.R. ISD Area. 42p. 1mf. L1 ED 303 558

Coordination

Coordinating Career Counseling and Occupational Information Systems in the United States. 15p. 1mf. L1 ED 302 803

Prepare for Students' Related Instruction. Second Edition. Module J-9 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series. 40p. 1mf. L1 ED 302 650

Progression into Engineering. Building Bridges between Education, Training and Employment. 190p. 2mf. L1 ED 302 663

Progression into Engineering. Building Bridges between Education, Training and Employment. 36p. 1mf. L1 ED 302 662

Coping

Field Dependency in Relation to Sex-Role Self-Concept: A New Look. 30p. 1mf. L1 ED 302 767

Managing Sexual Harassment. 45p. 1mf. L1 ED 302 634

Mediators of Stress and Role Satisfaction in Multiple Role Persons. 42p. 1mf. L1 ED 302 772

Mild Depression: Its Relation to Stress, Coping and Gender. 18p. 1mf. L1 ED 302 784

Stress and Psychological Symptoms in Single and Dual Parent Families. 16p. 1mf. L1 ED 302 754

Stress, Appraisal, and Coping in Spouses of Demented Elderly: Predictors of Psychological Well-Being. 38p. 1mf. L1 ED 302 779

Core Curriculum

Corrections Officer Core Training Course Manual. Appendix A-2. Revised. Standards and Training for Corrections Program. 159p. 2mf. L1 ED 302 698

Juvenile Counselor Core Training Course Manual. Appendix B-2. Standards and Training for Corrections Program. 132p. 2mf. L1 ED 302 705

Probation Officer Core Training Course Manual. Appendix C-2. Standards and Training for Corrections Program. 137p. 2mf. L1 ED 302 712

QUEST: A Model Transfer Program and Evaluation of QUEST Program. 104p. 2mf. L1 ED 303 209

Corporate Support

Benefits of Corporate-University Partnerships. ASHE 1988 Annual Meeting Paper. 15p. 1mf. L1 ED 303 064

Business/Education Partnerships in South Carolina. Model Projects. 41p. 1mf. L1 ED 302 637

Developing an Industry Base for Office Education Programs. 212p. 3mf. L1 ED 302 719

(Continued)

Corporate Support (Continued)

Public Involvement Programs. Statewide Survey Data.
76p. 1mf. L1 ED 302 638

Correction for Sampling Error

Finding a Correction for the Sampling Error in Multivariate Measures of Relationship: A Monte Carlo Study.
43p. 1mf. L1 ED 303 523

Correctional Education

Construct Validation Study on the Behavior Dimensions Rating Scale for Use in Juvenile Correctional Facilities. A Research Report.
33p. 1mf. L1 ED 302 981

Corrections Education Evaluation System Model.
83p. 1mf. L1 ED 303 525

Correctional Institutions

Survey of Youth in Custody, 1987. Bureau of Justice Statistics Special Report.
13p. 1mf. L1 ED 302 740

Correctional Officers

Corrections Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
54p. 1mf. L1 ED 302 694

Corrections Officer Core Training Course Manual. Appendix A-2. Revised. Standards and Training for Corrections Program.
159p. 2mf. L1 ED 302 698

Corrections Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 695

Corrections Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.
173p. 2mf. L1 ED 302 697

Corrections Officer Physical Abilities Report. Standards and Training for Corrections Program.
151p. 2mf. L1 ED 302 696

Corrections Officer Physical Conditioning Course. Standards and Training for Corrections Program.
64p. 1mf. L1 ED 302 699

Corrections Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
130p. 2mf. L1 ED 302 693

Development of Entry-Level Vision and Hearing Guidelines for Corrections Officers, Juvenile Counselors, and Probation Officers. Standards and Training for Corrections Program.
159p. 2mf. L1 ED 302 692

Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program.
41p. 1mf. L1 ED 302 691

Correctional Rehabilitation

Corrections Officer Core Training Course Manual. Appendix A-2. Revised. Standards and Training for Corrections Program.
159p. 2mf. L1 ED 302 698

Corrections Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.
173p. 2mf. L1 ED 302 697

Corrections Officer Physical Abilities Report. Standards and Training for Corrections Program.
151p. 2mf. L1 ED 302 696

Corrections Officer Physical Conditioning Course. Standards and Training for Corrections Program.
64p. 1mf. L1 ED 302 699

Development of Entry-Level Vision and Hearing Guidelines for Corrections Officers, Juvenile Counselors, and Probation Officers. Standards and Training for Corrections Program.
159p. 2mf. L1 ED 302 692

Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program.
41p. 1mf. L1 ED 302 691

Juvenile Counselor Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
52p. 1mf. L1 ED 302 701

Juvenile Counselor Core Training Course Manual. Appendix B-2. Standards and Training for Corrections Program.
132p. 2mf. L1 ED 302 705

Juvenile Counselor Cutoff Score Report. Standards and Training for Corrections Program.
15p. 1mf. L1 ED 302 702

Juvenile Counselor Knowledge/Skill Maps. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 704

Juvenile Counselor Physical Abilities Report. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 703

Juvenile Counselor Physical Conditioning Course. Standards and Training for Corrections Program.
61p. 1mf. L1 ED 302 706

Juvenile Counselor Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
133p. 2mf. L1 ED 302 700

Probation Officer Core Training Course Manual. Appendix C-2. Standards and Training for Corrections Program.
137p. 2mf. L1 ED 302 712

Probation Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.
156p. 2mf. L1 ED 302 711

Probation Officer Physical Abilities Report. Standards and Training for Corrections Program.
11p. 1mf. L1 ED 302 710

Program Description for the Phoenix Reception and Assessment Center.
14p. 1mf. L1 ED 302 791

Correlation

Effects of Writing on Elementary School Students' Reading Comprehension.
40p. 1mf. L1 ED 302 854

Finding a Correction for the Sampling Error in Multivariate Measures of Relationship: A Monte Carlo Study.
43p. 1mf. L1 ED 303 523

Corsini (Ray)

Case Study of Two Corsini 4R Magnet Schools.
16p. 1mf. L1 ED 302 907

Cost Effectiveness

Cost-Effectiveness of Training Modalities in Population Education. Population Education Programme Service Manual.
83p. 1mf. L2 ED 303 388

Reconceptualization of the Budget Envelope.
12p. 1mf. L1 ED 302 939

Three-Year Longitudinal Study of Small Class Size: The Metro-Nashville Public Schools Study: 1984-87.
29p. 1mf. L1 ED 302 928

Cost Estimates

Parental Leave: Estimated Cost of Revised Parental and Medical Leave Act Proposal. Report to the Chairman, Subcommittee on Children, Family, Drugs, and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.
8p. 1mf. L1 ED 303 249

Patterns in Special Education Service Delivery and Cost.
249p. 3mf. L1 ED 303 027

Costs

Conducting a Survey: The Dollars and Sense of It.
14p. 1mf. L2 ED 302 922

Counseling

Loan Counseling: Requirements and Good Practice. NASFAA Monograph Series Number VI.
69p. 1mf. L1 ED 303 055

Counseling Effectiveness

Developmental Peer Counseling and Health Promotion.
27p. 1mf. L1 ED 302 793

Effective Treatment in Home-Based Services.
9p. 1mf. L1 ED 302 796

Counseling Objectives

Career Development Potential of University Students with Learning Disabilities.
20p. 1mf. L1 ED 302 799

Goal Attainment Scaling: A Vehicle for Group Support in Career and Life Issues Exploration.
19p. 1mf. L1 ED 302 795

Counseling Techniques

Adlerian Therapy with Aggressive Children.
15p. 1mf. L1 ED 302 790

Cognitive Strategies for Mentally Handicapped Clients.
21p. 1mf. L1 ED 302 800

Counselling Farmers Facing Situationally Determined Career Change.
15p. 1mf. L1 ED 302 798

Cross-Cultural Perspectives in Counseling: Mental Health Conceptions in Malaysia.
28p. 1mf. L1 ED 302 766

Effective Treatment in Home-Based Services.
9p. 1mf. L1 ED 302 796

Goal Attainment Scaling: A Vehicle for Group Support in Career and Life Issues Exploration.
19p. 1mf. L1 ED 302 795

Suicide. Useful Information.
35p. 1mf. L1 ED 302 763

Counseling Theories

Integrated Developmental Model of Supervision.
9p. 1mf. L1 ED 302 789

Transpersonal Psychology: Exploring the Frontiers in Human Resource Development.
6p. 1mf. L1 ED 302 758

Counselor Client Relationship

Probation Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.
156p. 2mf. L1 ED 302 711

Counselor Educators

Integrated Developmental Model of Supervision.
9p. 1mf. L1 ED 302 789

Counselor Evaluation

Juvenile Counselor Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
52p. 1mf. L1 ED 302 701

Juvenile Counselor Core Training Course Manual. Appendix B-2. Standards and Training for Corrections Program.
132p. 2mf. L1 ED 302 705

Juvenile Counselor Cutoff Score Report. Standards and Training for Corrections Program.
15p. 1mf. L1 ED 302 702

Juvenile Counselor Knowledge/Skill Maps. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 704

Juvenile Counselor Physical Abilities Report. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 703

Juvenile Counselor Physical Conditioning Course. Standards and Training for Corrections Program.
61p. 1mf. L1 ED 302 706

Juvenile Counselor Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
133p. 2mf. L1 ED 302 700

Counselor Role

Comparative Study of the Quality of Academic Advisement as Perceived by Day and Evening Students.
61p. 1mf. L1 ED 303 197

Counselling Farmers Facing Situationally Determined Career Change.
15p. 1mf. L1 ED 302 798

Counselor Selection

Juvenile Counselor Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
52p. 1mf. L1 ED 302 701

Juvenile Counselor Core Training Course Manual. Appendix B-2. Standards and Training for Corrections Program.
132p. 2mf. L1 ED 302 705

Juvenile Counselor Cutoff Score Report. Standards and Training for Corrections Program.
15p. 1mf. L1 ED 302 702

Juvenile Counselor Knowledge/Skill Maps. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 704

Juvenile Counselor Physical Abilities Report. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 703

Juvenile Counselor Physical Conditioning Course. Standards and Training for Corrections Program.
61p. 1mf. L1 ED 302 706

Juvenile Counselor Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
133p. 2mf. L1 ED 302 700

Counselor Training

Application of the Knowledge Base and Skills of Employment Counselling and Canada's First Employment Counselling Program--Year Two.
8p. 1mf. L1 ED 302 801

Comparison of Counseling Supervisors' and Trainees' Perceptions of Development.
15p. 1mf. L1 ED 302 773

Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts.
479p. 5mf. L1 ED 302 648

Integrated Developmental Model of Supervision.
9p. 1mf. L1 ED 302 789

Juvenile Counselor Core Training Course Manual. Appendix B-2. Standards and Training for Corrections Program.
132p. 2mf. L1 ED 302 705

Juvenile Counselor Physical Abilities Report. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 703

Juvenile Counselor Physical Conditioning Course. Standards and Training for Corrections Program.
61p. 1mf. L1 ED 302 706

Training MA Psychologists for Work in Rural Settings: Issues and Models.
12p. 1mf. L1 ED 302 768

University Counseling Center Trainees' Perceptions of Their Training Experience. Research Report No. 8-88.
20p. 1mf. L1 ED 303 480

Counselors

Development of Entry-Level Vision and Hearing Guidelines for Corrections Officers, Juvenile Counselors, and Probation Officers. Standards and Training for Corrections Program.
159p. 2mf. L1 ED 302 692

Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program.
41p. 1mf. L1 ED 302 691

Course Content

Agricultural Production: Task Analyses. Competency-Based Education.
253p. 3mf. L1 ED 302 668

Agricultural Production: Task Analysis for Livestock Production. Competency-Based Education.
214p. 3mf. L1 ED 302 667

Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts.
479p. 5mf. L1 ED 302 648

Legal Office Procedures: Task Analyses. Competency-Based Education. Review Draft.
132p. 2mf. L1 ED 302 670

Multicultural Education for the Classroom.
12p. 1mf. L1 ED 303 425

Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11.
61p. 1mf. L2 ED 303 043

Course Objectives

Essential Learning Outcomes: Mathematics.
150p. 2mf. L2 ED 303 356

Course Organization

Handbook for Short-Term Training.
83p. 1mf. L1 ED 302 657

Courses

Gender Balancing the Curriculum with Faculty/Student Teamwork: A Case Study.
10p. 1mf. L1 ED 303 392

Courseware

Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1989 Edition.
129p. mf. L3 ED 303 141

Perspective on Academic Computing Today.
11p. 1mf. L1 ED 303 154

Requirements for the Use of Courseware in Mother Tongue Education.
13p. 1mf. L1 ED 303 035

Court Litigation

Coping with Crime on Campus.
246p. mf. L3 ED 303 060

Crime on Campus: Institutional Tort Liability for the Criminal Acts of Third Parties.
25p. 1mf. L2 ED 303 061

Dismissals of Tenured Faculty for Incompetence: An Analysis of Litigation Patterns. ASHE 1988 Annual Meeting Paper.
27p. 1mf. L1 ED 303 067

Impact of Changing World Views on Educational and Legal Philosophy: The United States as Exemplar.
15p. 1mf. L1 ED 302 963

School Officials and the Courts: Update 1988. ERS Monograph.
51p. mf. L3 ED 302 946

Creative Dramatics

Use of Creative Dramatics in the Teaching of Drama with Special Application to the Teaching of English as a Second Language.
119p. 2mf. L1 ED 302 869

Creative Thinking

Learning via Model Construction and Criticism: Protocol Evidence on Sources of Creativity in Science.
99p. 2mf. L1 ED 303 357

Creative Writing

Broken Hoop.
27p. 1mf. L1 ED 303 284

Creativity

Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Conference (5th, Cincinnati, Ohio, March 18-19, 1988).
242p. 3mf. L1 ED 302 660

Credit (Finance)

Planning and Managing Personal Finances.
47p. 1mf. L1 ED 302 636

Credit by Examination

Summary of Credit by Examination at the University of Texas at Austin 1986-1987.
22p. 1mf. L1 ED 303 058

Credits

Granting Academic Credit for Vocational Education.
27p. 1mf. L1 ED 302 661

Crime

Coping with Crime on Campus.
246p. mf. L3 ED 303 060

Crime on Campus: Institutional Tort Liability for the Criminal Acts of Third Parties.
25p. 1mf. L2 ED 303 061

Pornography, Human Mutilation and Psychological Dysfunction.
11p. 1mf. L1 ED 302 792

Crime Prevention

Campus Public Safety and Security, with Guidance as Well for High Schools and Private Secondary Schools.
204p. mf. L3 ED 303 062

Criminal Law

Crime on Campus: Institutional Tort Liability for the Criminal Acts of Third Parties.
25p. 1mf. L2 ED 303 061

Legal Liability of Children and Parents in North Dakota.
47p. 1mf. L1 ED 303 235

Criminals

Legal Dispositions and Confinement Policies for Delinquent Youth. State Legislative Report, Vol 13, No. 23.
17p. 1mf. L1 ED 302 788

Crisis Management

Wilderness Crisis Management. Explore Magazine Technical Series No. 11.
5p. 1mf. L1 ED 303 297

Critical Reading

Defining the Teacher's Task: Plato on Education.
26p. 1mf. L1 ED 303 396

Poet for Teachers and Students: Lawrence Ferlinghetti.
6p. 1mf. L1 ED 302 850

Teaching Critical Reading through Set Theory. Working Paper No. 20.
31p. 1mf. L1 ED 302 832

Critical Thinking

Curriculum Content Today and Tomorrow: Will Students Be Motivated To Learn?
25p. 1mf. L1 ED 303 443

Identifying Domain-Specific Aspects of Critical Thinking Ability in Solving Problems in Biology.
16p. 1mf. L1 ED 303 517

Integrating Learning Styles, Critical Thinking, and Models of Teaching in the Student Teaching Experience.
15p. 1mf. L1 ED 303 462

Teaching Critical Reading through Set Theory. Working Paper No. 20.
31p. 1mf. L1 ED 302 832

Verbal Reports of Thinking and Multiple-Choice Critical Thinking Test Design. Technical Report No. 447.
33p. 1mf. L1 ED 302 826

Cross Cultural Studies

Achievement, Assessment and Reporting. Selected Essays. SCRE Publication No. 97.
70p. 1mf. L2 ED 303 470

Cross-Cultural Perspectives in Counseling: Mental Health Conceptions in Malaysia.
28p. 1mf. L1 ED 302 766

Cross Cultural Training

International Partnership in Health Care and Education.
13p. 1mf. L1 ED 303 123

Cues

Children's Use of Effort and Intentionality in Social Judgments of Others.
19p. 1mf. L1 ED 303 260

Cultural Awareness

Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduates.
22p. 1mf. L1 ED 302 831

Cultural Pride: Curriculum Unit. Latino Family Life Education Curriculum Series.
161p. 2mf. L2 ED 303 541

Cultural Pride: Student Workbook. Latino Family Life Education Curriculum Series.
92p. 1mf. L2 ED 303 542

Discovering China: A Three Week Teaching/Learning Unit for Upper Elementary Grades.
19p. 1mf. L1 ED 303 398

La Familia: Curriculum Unit. Latino Family Life Education Curriculum Series.
152p. 2mf. L2 ED 303 543

La Familia: Student Workbook. Latino Family Life Education Curriculum Series.
90p. 1mf. L2 ED 303 544

Cultural Background

Culture in Crisis: Cambodian Refugees in California.
9p. 1mf. L1 ED 303 530

Early Childhood Program Administrators and Parents from Third World Countries.
13p. 1mf. L1 ED 303 250

Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

Integrating Mathematics with the Study of Cultural Traditions.
10p. 1mf. L1 ED 303 540

Leadership Indian Style: A Comparison of Kautilya's Advice with Akbar's Experience. Draft Copy.
37p. 1mf. L1 ED 303 403

Cultural Context

Impact of Changing World Views on Educational and Legal Philosophy: The United States as Exemplar.
15p. 1mf. L1 ED 302 963

Text-Frame Relationships and ESL.
14p. 1mf. L1 ED 303 037

Cultural Differences

Mark Smith's Diary.
84p. 1mf. L1 ED 303 052

Cultural Education

Culturally Relevant Early Education Programs. Hearing on Oversight Hearing on Culturally Relevant Early Education Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, Second Session (November 24, 1987).
232p. 3mf. L1 ED 303 288

East Asia: The Yale Outreach Catalogue, 1988.
85p. 1mf. L1 ED 303 414

Visions for Children: African American Early Childhood Education Program.
22p. 1mf. L1 ED 303 269

Cultural Enrichment

East Asia: The Yale Outreach Catalogue, 1988.
85p. 1mf. L1 ED 303 414

Cultural Influences

Introducing New Organizational Structures in Education: The Importance of Understanding the Formation of Organizational Cultures.
29p. 1mf. L1 ED 303 272

Cultural Literacy

Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduates.
22p. 1mf. L1 ED 302 831

Increasing Cultural Literacy in the Basic Speech Communication Course.
8p. 1mf. L1 ED 302 860

Vocabulary of Cultural Literacy in a Newspaper of Substance.
17p. 1mf. L1 ED 302 836

Cultural Relevance

Culturally Relevant Early Education Programs. Hearing on Oversight Hearing on Culturally Relevant Early Education Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, Second Session (November 24, 1987).
232p. 3mf. L1 ED 303 288

Cultural Traits

Two Paradigms of Organizational Culture. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 074

Culture Conflict

Les Enjeux juridiques et socio-politiques des conflits linguistiques: le cas de l'Ontario (The Legal and Sociopolitical Stakes of Language Conflicts: The Case of Ontario). Publication G-10.
164p. 2mf. L1 ED 303 041

Curriculum

Curriculum and Democracy: Lessons from a Critique of the "New Sociology of Education." Occasional Paper No. 5.
21p. 1mf. L1 ED 302 920

Curriculum Content Today and Tomorrow: Will Students Be Motivated To Learn?
25p. 1mf. L1 ED 303 443

Family Day Care Training Curriculum (Lao).
199p. 3mf. L1 ED 303 246

Family Day Care Training Curriculum.
132p. 2mf. L1 ED 303 244

Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese).
123p. 2mf. L1 ED 303 245

Curriculum Based Assessment

Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments.
80p. 1mf. L1 ED 303 024

Curriculum Design

Collaborative Research Goes to School: Guided Inquiry with Computers in Classrooms. Technical Report.
80p. 1mf. L1 ED 303 364

Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program.
41p. 1mf. L1 ED 302 691

Shaping Oregon's Social Studies: A Recommended Scope and Sequence for Oregon Schools.
40p. 1mf. L1 ED 303 404

Curriculum Development

Adult Unemployment and the Curriculum: A Manual for Practitioners. FEU/REPLAN Project Report.
64p. 1mf. L1 ED 302 727

Case Study in Teacher-Centered Curriculum Development: The Process in Walpole Public Schools.
41p. 1mf. L1 ED 302 891

Curriculum Reformulation: Incorporating Technology into Science Instruction.
53p. 1mf. L1 ED 303 352

Delivering Academic Excellence to Culturally Diverse Populations (Language Development through Math/Science Activities). Conference Proceedings (Saddle Brook, New Jersey, December 7-8, 1984).
60p. 1mf. L1 ED 303 528

Developing Quality Science Programs. A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment. Science Curriculum and Assessment Project, Northwest Evaluation Association.
26p. 1mf. L1 ED 303 341

Development and International Environmental Education.
24p. 1mf. L1 ED 302 932

Elementary Social Studies: Throwing Out the Baby with the Bath Water?
19p. 1mf. L1 ED 303 399

Gender Balancing the Curriculum with Faculty/Student Teamwork: A Case Study.
10p. 1mf. L1 ED 303 392

Incorporating Children's Literature into the Elementary School Reading and Language Arts Curriculum: An Annotated Bibliography.
57p. 1mf. L1 ED 302 853

Linking Screening, Identification, and Assessment with Curriculum.
39p. 1mf. L1 ED 302 966

Listening in the School Curriculum.
8p. 1mf. L1 ED 302 808

Making Connections: The Need for an Interdisciplinary Curriculum.
14p. 1mf. L1 ED 303 127

Missing Link: Internships in Professional Writing Programs.
12p. 1mf. L1 ED 302 855

Moral Dimensions of Curriculum Choices.
14p. 1mf. L1 ED 302 896

Motivation in the Reading Curriculum.
13p. 1mf. L1 ED 302 805

Multicultural Education for the Classroom.
12p. 1mf. L1 ED 303 425

Planning for Computers in Education: A Resource Handbook. Revised.
166p. 2mf. L1 ED 303 142

Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11.
61p. 1mf. L2 ED 303 043

Reform in the Reading Curriculum.
18p. 1mf. L1 ED 302 839

Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1987-88.
150p. 2mf. L1 ED 302 734

Technological Literacy: A Goal and Role for Secondary Industrial Education.
21p. 1mf. L1 ED 302 713

What the Eight Year Study and the Humanities Curriculum Project Do and Do Not Have in Common.
12p. 1mf. L1 ED 302 890

Curriculum Enrichment

Gender Balancing the Curriculum with Faculty/Student Teamwork: A Case Study.
10p. 1mf. L1 ED 303 392

Increasing Cultural Literacy in the Basic Speech Communication Course.
8p. 1mf. L1 ED 302 860

Curriculum Evaluation

Curriculum Auditing.
368p. 4mf. L1 ED 302 912

Evaluation Manual for CIP Courses: Objectives and Implementation Procedures.
54p. 1mf. L1 ED 303 482

GAO's Study of Overseas Department of Defense Dependents' Schools. Testimony: Statement of William J. Gainer, Associate Director, Human Resources Division before the Subcommittee on Military Personnel and Compensation Committee on Armed Services, House of Representatives.
12p. 1mf. L1 ED 302 904

Project ABC: Advancement Based on Competency. 1982-1987 Summary Report.
33p. 1mf. L1 ED 303 471

What the Eight Year Study and the Humanities Curriculum Project Do and Do Not Have in Common.
12p. 1mf. L1 ED 302 890

Curriculum Guides

Practical Guide for Instructional Supervision: A Tool for Administrators and Supervisors.
83p. 1mf. L2 ED 302 947

Curriculum Problems

Curriculum Auditing.
368p. 4mf. L1 ED 302 912

Curriculum Referenced Tests

Curriculum-Referenced Test Development Workshop Series: Workshops One through Three.
80p. 1mf. L1 ED 303 486

Curriculum Research

Curriculum Auditing.
368p. 4mf. L1 ED 302 912

Cutting Scores

Corrections Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 695

Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas.
22p. 1mf. L1 ED 303 485

Juvenile Counselor Cutoff Score Report. Standards and Training for Corrections Program.
15p. 1mf. L1 ED 302 702

Probation Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 709

Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987.
19p. 1mf. L1 ED 303 472

Dade County Public Schools FL

School-Based Management/Shared-Decision Making--a Pilot Program: A Historical Perspective.
278p. 3mf. L1 ED 302 933

Data Analysis

Conducting a Survey: The Dollars and Sense of It.
14p. 1mf. L2 ED 302 922

Evaluation Manual for Community-Based Training Programs.
392p. 5mf. L1 ED 303 190

Data Collection

Evaluation Manual for Community-Based Training Programs.
392p. 5mf. L1 ED 303 190

Getting at the Core of the New York State Mentor Teacher-Internship Program: Relationships.
28p. 1mf. L1 ED 303 463

Homeless Mentally Ill: Problems and Options in Estimating Numbers and Trends. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
123p. 2mf. L1 ED 302 738

Report of the Paperwork Reduction Task Force.
42p. 1mf. L1 ED 302 881

Teacher Education and Learning To Teach: A Research Agenda. Issue Paper 88-7.
24p. 1mf. L1 ED 303 426

Data Processing Occupations

Occupational Task Analyses for the Development of Business Education Model Curricula with Emphasis on Banking and Financial Occupations. State Technical Committee Report.
31p. 1mf. L1 ED 302 736

Database Management Systems

Corrections Education Evaluation System Model.
83p. 1mf. L1 ED 303 525

Databases

Adult Education and Technology Project Report 1987-1988.
26p. 1mf. L1 ED 302 725

Adult Education Report.
104p. 2mf. L1 ED 302 726

(Continued)

Databases *(Continued)*

Study of the Design and Testing of Values To Be Derived in the Training of Librarians through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship. 44p. 1mf. L1 ED 303 160

Day Camp Programs

Economic Impact of Organized Camping in the United States in 1982: An Estimate and Analysis. 62p. 1mf. L2 ED 303 310

Day Care

Child Care. Exemplary Prevocational Programs for the Educable Mentally Retarded in Mississippi. PVO Unit XI--Miniunits 1-9. 83p. 1mf. L1 ED 302 720

Demographic and Professional Dimensions of Child Care Providers. 124p. 2mf. L1 ED 303 263

Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174. 25p. 1mf. L2 ED 302 936

100 Years of Kindergartens in Finland. 17p. 1mf. L2 ED 303 238

Day Care Centers

Analysis of Language Transactions within the Storybook Reading Environment in Selected Out-of-Home Childcare Centers. 61p. 1mf. L1 ED 302 816

Child Care for the Children of Adolescent Parents: Findings from a National Survey and Case Studies. Working Paper No. 184. 74p. 1mf. L2 ED 302 937

Ideas for Infant and Toddler Environments. 13p. 1mf. L1 ED 303 241

Training and Qualifications of Child Care Center Directors. 28p. 1mf. L1 ED 303 255

Day Students

Comparative Study of the Quality of Academic Advisement as Perceived by Day and Evening Students. 61p. 1mf. L1 ED 303 197

Deaf Blind

Early Intervention for Infants with Deaf-Blindness. 53p. 1mf. L1 ED 302 986

Deafness

Connections: Vocational Rehabilitation Training Package for Transition to College Trainers Manual . 102p. 2mf. L1 ED 302 995

Equal Telecommunications Access for Deaf and Hard of Hearing Virginians (TDD/Message Relay Programs). Report to the Governor and the General Assembly of Virginia. House Document No. 9. 58p. 1mf. L1 ED 302 985

Improving Cognitive Skills of Hearing-Impaired College Students. Final Report. 70p. 1mf. L1 ED 302 993

Deans

University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper. 77p. 1mf. L1 ED 303 100

Death

Suicide. Useful Information. 35p. 1mf. L1 ED 302 763

Decentralization

Decentralization and Regionalization in Educational Administration: Comparisons of Venezuela, Colombia and Spain. 37p. 1mf. L1 ED 302 873

School-Based Management/Shared-Decision Making--a Pilot Program: A Historical Perspective. 278p. 3mf. L1 ED 302 933

Decision Making

Choosing a School for Your Child. 44p. 1mf. L1 ED 302 872

Factors Influencing the Decision To Return to Graduate School in One Professional Group, Physical Therapy. ASHE 1988 Annual Meeting Paper. 29p. 1mf. L1 ED 303 094

Legal Dispositions and Confinement Policies for Delinquent Youth. State Legislative Report, Vol 13, No. 23. 17p. 1mf. L1 ED 302 788

Moral Imagination and the Philosophy of School Leadership. 32p. 1mf. L1 ED 302 909

Retention/Promotion/Transition in the Early Grades: A Research Brief. 9p. 1mf. L1 ED 303 278

State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools. 50p. 1mf. L1 ED 303 432

University Autonomy: Actual and Preferred Location of Authority. ASHE 1988 Annual Meeting Paper. 31p. 1mf. L1 ED 303 090

University Context and Strategy Making. ASHE 1988 Annual Meeting Paper. 36p. 1mf. L1 ED 303 092

Declining Enrollment

What We Know about Administering Enrollment Decline and Fiscal Retrenchment in Schooling. 18p. 1mf. L1 ED 303 303

Decoding (Reading)

Decoding Skills and the Remedial Reading Program. 14p. 1mf. L1 ED 302 811

Definitions

Early Intervention for Infants with Deaf-Blindness. 53p. 1mf. L1 ED 302 986

Glossary of Environmental Terms and Acronym List. 32p. 1mf. L1 ED 303 347

Degrees (Academic)

Maryland Community Colleges Databook, January 1989. 182p. 2mf. L1 ED 303 227

Delaware

Occupational Task Analyses for the Development of Business Education Model Curricula with Emphasis on Banking and Financial Occupations. State Technical Committee Report. 31p. 1mf. L1 ED 302 736

Delinquency

Construct Validation Study on the Behavior Dimensions Rating Scale for Use in Juvenile Correctional Facilities. A Research Report. 33p. 1mf. L1 ED 302 981

Legal Dispositions and Confinement Policies for Delinquent Youth. State Legislative Report, Vol 13, No. 23. 17p. 1mf. L1 ED 302 788

Program Description for the Phoenix Reception and Assessment Center. 14p. 1mf. L1 ED 302 791

Survey of Youth in Custody, 1987. Bureau of Justice Statistics Special Report. 13p. 1mf. L1 ED 302 740

Delinquent Rehabilitation

Probation Officer Knowledge/Skill Maps. Standards and Training for Corrections Program. 156p. 2mf. L1 ED 302 711

Delivery Systems

Administrative Challenges in Early Intervention. 25p. 1mf. L1 ED 302 965

Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Final Report. 102p. 2mf. L1 ED 303 006

Early Childhood Special Education: Birth to Three. 262p. 3mf. L1 ED 302 964

Early Intervention Team Approaches: The Transdisciplinary Model. 21p. 1mf. L1 ED 302 971

Georgia Psychoeducational Network Research Consortium. Final Report. 75p. 1mf. L1 ED 302 978

Impact Evaluation of the Resource Access Projects, 1986-1987. 198p. 3mf. L1 ED 303 021

Impact Evaluation of the Resource Access Projects, 1983-1984. 209p. 3mf. L1 ED 303 020

Linking Screening, Identification, and Assessment with Curriculum. 39p. 1mf. L1 ED 302 966

Mental Health, United States, 1987. 295p. 4mf. L1 ED 302 741

Model Programs for Infants and Toddlers with Handicaps. 43p. 1mf. L1 ED 302 967

Parent Involvement in Early Childhood Special Education. 21p. 1mf. L1 ED 302 968

Preschool Puzzle: A Study of Early Intervention Programs and Services. 94p. 1mf. L1 ED 302 991

Program Evaluation: The Key to Quality Programming. 31p. 1mf. L1 ED 302 972

Staffing Patterns and Team Models in Infancy Programs. 19p. 1mf. L1 ED 302 969

Summary of the Minnesota Case Management Study. Brief Report #88-2. 46p. 1mf. L1 ED 302 989

Technology-Related Assistance for Individuals with Disabilities Act of 1988. Report. House of Representatives, 100th Congress, 2nd Session. 57p. 1mf. L1 ED 303 016

Training Parents of Developmentally Delayed Children in Rural Areas. 35p. 1mf. L1 ED 302 979

Utilization of Consensus Techniques by Speech Therapists To Increase Alternative Speech and Language Models for Elementary Children. 104p. 2mf. L1 ED 303 022

Delphi Technique

Utilization of Consensus Techniques by Speech Therapists To Increase Alternative Speech and Language Models for Elementary Children. 104p. 2mf. L1 ED 303 022

Democracy

Constitution: Experiencing Democracy. A Curriculum Guide for Elementary Schools. 534p. 6mf. L1 ED 303 405

Decentralization and Regionalization in Educational Administration: Comparisons of Venezuela, Colombia and Spain. 37p. 1mf. L1 ED 302 873

Democracy Threatened: India's Emergency of 1975. A Classroom Simulation. 35p. 1mf. L1 ED 303 402

Democratic Values

Civic Imperative: Examining the Need for Civic Education. Advances in Contemporary Educational Thought Series, Volume 3. 198p. mf. L3 ED 303 412

Demography

Baseline Geography Competency Test Administered in Indiana Universities. 11p. 1mf. L1 ED 303 378

Demographic and Professional Dimensions of Child Care Providers. 124p. 2mf. L1 ED 303 263

Kentucky Principal: A Self Perception. 33p. 1mf. L1 ED 302 924

Demonstration Programs

Early Childhood Special Education: Birth to Three. 262p. 3mf. L1 ED 302 964

Exemplary Adult Education Programs. Highlights of Secretary's Award Program Finalists 1988. 51p. 1mf. L1 ED 302 684

Exemplary Practices Linking Economic Development and Job Training. 24p. 1mf. L1 ED 302 715

Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987. 153p. 2mf. L1 ED 303 566

Model Programs for Infants and Toddlers with Handicaps. 43p. 1mf. L1 ED 302 967

Denmark

Changing Patterns of Finance in Higher Education. Country Study: Denmark. OECD Educational Monographs. 37p. 1mf. L2 ED 303 105

Density

Density: A Definition, a Concept, or Both? 9p. 1mf. L1 ED 303 336

Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report. 200p. 3mf. L1 ED 303 375

Departments

Vicious Cycle of Gender and Status at the University of California at Berkeley, 1918-1954. ASHE 1988 Annual Meeting Paper. 45p. 1mf. L1 ED 303 070

Dependents Schools

GAO's Study of Overseas Department of Defense Dependents' Schools. Testimony: Statement of William J. Gainer, Associate Director, Human Resources Division before the Subcommittee on Military Personnel and Compensation Committee on Armed Services, House of Representatives. 12p. 1mf. L1 ED 302 904

Depression (Psychology)

Determinants of Relapse for Polysubstance Abusers. 18p. 1mf. L1 ED 302 785

Employed Parents' Depression: Effects of Spouse Support and Child Behavior. 18p. 1mf. L1 ED 302 748

Mild Depression: Its Relation to Stress, Coping and Gender. 18p. 1mf. L1 ED 302 784

Suicide. Useful Information. 35p. 1mf. L1 ED 302 763

Desegregation Litigation

Putting Together the Picture of School Improvement in Buffalo. 27p. 1mf. L1 ED 302 944

Desktop Publishing

Practical Downloading to Desktop Publishing: Enhancing the Delivery of Information. 7p. 1mf. L1 ED 303 181

Word-Processed Student Newspaper: Why?--How?--So What? 15p. 1mf. L1 ED 303 036

Developing Nations

The Importance of Economic Growth to Developing Nations . 15p. 1mf. L1 ED 303 384

Alternative Model for the Assessment of Organizational Effectiveness for Higher Education Institutions in Developing Countries. ASHE 1988 Annual Meeting Paper. 63p. 1mf. L1 ED 303 071

Decentralization and Regionalization in Educational Administration: Comparisons of Venezuela, Colombia and Spain. 37p. 1mf. L1 ED 302 873

Development and International Environmental Education. 24p. 1mf. L1 ED 302 932

Development Communication Report. No. 56-59. 62p. 1mf. L1 ED 303 134

Evaluation Manual for CIP Courses: Objectives and Implementation Procedures. 54p. 1mf. L1 ED 303 482

Natural Disasters and Cultural Responses. Studies in Third World Societies. Publication Number Thirty-six. 260p. 3mf. L1 ED 303 394

Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States. 79p. 1mf. L2 ED 303 567

U.S. Policies in Third World: An Economic Perspective. 12p. 1mf. L2 ED 302 861

Developmental Disabilities

Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches. 16p. 1mf. L1 ED 302 998

Preschool Puzzle: A Study of Early Intervention Programs and Services. 94p. 1mf. L1 ED 302 991

Summary of the Minnesota Case Management Study. Brief Report #88-2. 46p. 1mf. L1 ED 302 989

Training Parents of Developmentally Delayed Children in Rural Areas. 35p. 1mf. L1 ED 302 979

Vulnerable: Sexual Abuse and People with an Intellectual Handicap. 128p. 2mf. L2 ED 302 975

Developmental Programs

Dissemination and Training: Moving toward State Impact. 8p. 1mf. L1 ED 302 908

Developmental Psychology

Jean Piaget Archives Bibliography on Mental Retardation. 21p. 1mf. L1 ED 302 997

Developmental Stages

Comparison of Counseling Supervisors' and Trainees' Perceptions of Development. 15p. 1mf. L1 ED 302 773

Measure of Common Variables Associated with Career Stages as Perceived by Principals and Teachers: Validation of a Model for Career Development. 24p. 1mf. L1 ED 303 422

Validation of an Identity Development Model. 9p. 1mf. L1 ED 303 531

Developmental Studies Programs

Language, Meaning, and Knowledge: Empowering Developmental Students To Participate in the Academy. 33p. 1mf. L1 ED 302 848

Developmentally Appropriate Programs

Annotated Bibliography of the Importance of Developmentally Appropriate Practices in Today's Kindergartens. 81p. 1mf. L1 ED 303 274

Diagnostic Teaching

Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments. 80p. 1mf. L1 ED 303 024

Diagnostic Tests

Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches. 16p. 1mf. L1 ED 302 998

Dialogue Journals

Dialog Journals: A Window on the Act of Language Teaching. 26p. 1mf. L1 ED 303 030

Diaries

Mark Smith's Diary. 84p. 1mf. L1 ED 303 052

Difficulty Level

Effect of Unstructured Evaluation on Academic Integrity. 13p. 1mf. L1 ED 303 508

Effects of Trait Anxiety on State Anxiety and Perception of Test Difficulty for Undergraduates Administered High and Low Difficulty Tests. 12p. 1mf. L1 ED 303 509

Measurement Characteristics of a "No-Guessing" Administration of the Finding Embedded Figures Test--Research Edition. 25p. 1mf. L1 ED 303 487

Digital Computers

Implementing ISDN: A Sociotechnical Analysis. 21p. 1mf. L1 ED 303 138

Disabilities

Administrative Challenges in Early Intervention. 25p. 1mf. L1 ED 302 965

Annotated Bibliography on Transition from School to Work. Volume 3. 284p. 3mf. L1 ED 303 026

Comparison of the Classroom and Playground Behaviour of Mildly Disabled and Non-Disabled Students in an Integrated Educational Setting. 37p. 1mf. L1 ED 303 237

Defining the Infancy Specialization in Early Childhood Special Education. 17p. 1mf. L1 ED 302 970

Discipline of Handicapped Students: Suspension and Expulsion. 10p. 1mf. L1 ED 302 902

Early Childhood Special Education: Birth to Three. 262p. 3mf. L1 ED 302 964

Early Intervention Public Policy: Past, Present, and Future. 17p. 1mf. L1 ED 302 973

Early Intervention Team Approaches: The Transdisciplinary Model. 21p. 1mf. L1 ED 302 971

Geriatrics. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XII--Miniunits 1-14. 122p. 2mf. L1 ED 302 721

Guide to Working with Minority Language Students in Special Education. 39p. 1mf. L1 ED 302 990

Guidelines for Testing Exceptional Students. 37p. 1mf. L1 ED 303 025

Impact Evaluation of the Resource Access Projects, 1983-1984. 209p. 3mf. L1 ED 303 020

Impact Evaluation of the Resource Access Projects, 1986-1987. 198p. 3mf. L1 ED 303 021

Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments. 80p. 1mf. L1 ED 303 024

Interagency Vendorization: Expanding Supported Employment Services. Fourth Revision. 94p. 1mf. L1 ED 302 992

Linking Screening, Identification, and Assessment with Curriculum. 39p. 1mf. L1 ED 302 966

Longitudinal Study of Graduates of Special Education. Keynote Presentation. 15p. 1mf. L1 ED 303 004

Model Programs for Infants and Toddlers with Handicaps. 43p. 1mf. L1 ED 302 967

Parent Involvement in Early Childhood Special Education. 21p. 1mf. L1 ED 302 968

Patterns in Special Education Service Delivery and Cost. 249p. 3mf. L1 ED 303 027

Preparing for Change: The Implementation of Public Law 99-457. 13p. 1mf. L1 ED 302 974

Program Evaluation: The Key to Quality Programming. 31p. 1mf. L1 ED 302 972

Project Directors' Annual Meeting Conference Proceedings (3rd, Washington, D.C., December 10-11, 1987). 134p. 2mf. L1 ED 303 003

Reaching and Involving Black Parents of Handicapped Children in Their Child's Education Program. Final Report. Minority Outreach Project. 24p. 1mf. L1 ED 302 982

Report on Year 1 Activities under Part H--The Handicapped Infant and Toddlers Program. 29p. 1mf. L1 ED 302 988

Staffing Patterns and Team Models in Infancy Programs. 19p. 1mf. L1 ED 302 969

Study of the Vocational Assessment Process as Applied to Vocational Education. Final Report. 78p. 1mf. L1 ED 302 640

Summary of Existing Legislation Affecting Persons with Disabilities. 207p. 3mf. L1 ED 302 996

Technology-Related Assistance for Individuals with Disabilities Act of 1988. Report. House of Representatives, 100th Congress, 2nd Session. 57p. 1mf. L1 ED 303 016

Disadvantaged

North Carolina Vocational Education Performance Report. Program Year 1987-88. 104p. 2mf. L1 ED 302 728

Disadvantaged Youth

Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports. 37p. 1mf. L1 ED 303 389

Joining Forces: Linking the Education and Social Welfare Systems To Help At-Risk Children and Youth. 7p. 1mf. L1 ED 302 917

Disaster Planning

Prevention and Control of Stress among Emergency Workers: A Pamphlet for Workers. 14p. 1mf. L1 ED 302 764

Discipline

Classroom Management: Theory into Practice. 9p. 1mf. L1 ED 302 874

Discipline with Dignity. 279p. 3mf. L2 ED 302 938

Discipline Policy

Discipline of Handicapped Students: Suspension and Expulsion. 10p. 1mf. L1 ED 302 902

Fighting Drugs in the Schools: A Legal Manual. 143p. 2mf. L2 ED 302 916

Discipline Problems

Discipline with Dignity. 279p. 3mf. L2 ED 302 938

Discriminant Analysis

Measurement Characteristics of a "No-Guessing" Administration of the Finding Embedded Figures Test--Research Edition. 25p. 1mf. L1 ED 303 487

Teacher Locus of Control: A Study of Its Reliability and Validity by Discriminant Analysis. Research Paper ERU-3-88. 17p. 1mf. L2 ED 303 521

Discussion (Teaching Technique)

Logo and Lexical Categories. 12p. 1mf. L1 ED 303 144

Disease Control

Asbestos in the Home. 14p. 1mf. L1 ED 303 346

Healthy Young Children: A Manual for Programs. 346p. 4mf. L2 ED 303 264

Radon Reduction Methods: A Homeowner's Guide. 28p. 1mf. L1 ED 303 340

Diseases

Cognitive Representations of Physical Diseases. 15p. 1mf. L1 ED 302 750

HIV-Related Illnesses: Topics for Health Services Research. 14p. 1mf. L1 ED 302 739

Relationships between Organizational Climate, Job Satisfaction and Stress-Related Illnesses. 26p. 1mf. L1 ED 302 753

Dispositions

Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1. 94p. 1mf. L1 ED 303 271

Distance Education

Teacher Effectiveness via Interactive Satellite: Preliminary Findings from Observation of Three Teachers over the TI-IN Interactive Satellite Network. 20p. 1mf. L1 ED 303 295

District of Columbia

Urgent Challenge: Educational Excellence for All. Final Report of the Mayor's Advisory Commission on Postsecondary Education. 89p. 1mf. L1 ED 303 063

Divergent Thinking

Parental Separation Effects and Family Influences on Children's Divergent Thinking Abilities. 17p. 1mf. L1 ED 303 478

Divorce

Non-Custodial Parent's Report of Child Support Payments. 21p. 1mf. L1 ED 302 786

Translating Empirical Findings into an Intervention for Children of Divorce. 16p. 1mf. L1 ED 302 744

Well-Being of Recently Divorced Puerto Rican Women. 19p. 1mf. L1 ED 303 552

Doctoral Dissertations

Dissertation Literature Review: How Faculty Advisors Prepare Their Doctoral Candidates. 166p. 2mf. L1 ED 303 131

Doctoral Programs

Graduates of Doctoral Programs in Higher Education: Demographics and Career Patterns. ASHE 1988 Annual Meeting Paper. 36p. 1mf. L1 ED 303 073

Documentation

Designing Portfolios for the Assessment of Elementary Literacy Teaching: Work-in-Progress. 21p. 1mf. L1 ED 302 842

Domain Specific Thinking

Identifying Domain-Specific Aspects of Critical Thinking Ability in Solving Problems in Biology. 16p. 1mf. L1 ED 303 517

Drama

Empowerment on Stage: Sarah Daniels' Agenda for Social Change. 11p. 1mf. L1 ED 302 868

Use of Creative Dramatics in the Teaching of Drama with Special Application to the Teaching of English as a Second Language. 119p. 2mf. L1 ED 302 869

Dropout Prevention

CUNY/BOE Student Mentor Program: A Collaborative Program. Mentor Handbook. 41p. 1mf. L1 ED 302 759

Dropout Prevention Strategies. 8p. 1mf. L2 ED 302 897

Follow-Up Study of the 1982-83 Promotional Gates Students. OEA Evaluation Report. 50p. 1mf. L1 ED 303 556

Successful Schooling for the At-Risk Student: Conference Report and Recommendations. 21p. 1mf. L1 ED 303 560

Summer Youth Job Program: Congressional Action Has Increased Emphasis on Remedial Education. Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, U.S. Senate. 95p. 1mf. L1 ED 303 536

SWAS: School within a School. A Middle Level Dropout Intervention Program. 10p. 1mf. L1 ED 302 919

Time for Assertive Action: School Strategies for Promoting the Education Success of At-Risk Children. Report of the Commissioner's Task Force on the Education of Children and Youth At-Risk. 35p. 1mf. L1 ED 303 534

Transition from School to Employment for the "At Risk" Student: Two Models. 21p. 1mf. L1 ED 302 802

Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center. 124p. 2mf. L1 ED 303 529

Dropout Prevention Program

Successful Schooling for the At-Risk Student: Conference Report and Recommendations. 21p. 1mf. L1 ED 303 560

Dropout Programs

CUNY/BOE Student Mentor Program: A Collaborative Program. Mentor Handbook. 41p. 1mf. L1 ED 302 759

SWAS: School within a School. A Middle Level Dropout Intervention Program. 10p. 1mf. L1 ED 302 919

YES Canada--A Solution for Students at Risk. 28p. 1mf. L1 ED 302 794

Dropout Rate

New Mexico Dropout Study, 1986-87 School Year. 23p. 1mf. L1 ED 303 289

Dropout Research

Studying Student Retention: The Requirements and Process of Retention Research. 41p. 1mf. L1 ED 303 210

Dropouts

New Mexico Dropout Study, 1986-87 School Year. 23p. 1mf. L1 ED 303 289

Studying Student Retention: The Requirements and Process of Retention Research. 41p. 1mf. L1 ED 303 210

University Based Alternative School for High School Dropouts. 34p. 1mf. L1 ED 302 930

YES Canada--A Solution for Students at Risk. 28p. 1mf. L1 ED 302 794

Drug Abuse

Take Action against Drug Abuse: How To Start a Volunteer Anti-Drug Program in Your Community. ACTION/DA Publication No. 987. 53p. 1mf. L1 ED 302 765

Drug Education

Fighting Drugs in the Schools: A Legal Manual. 143p. 2mf. L2 ED 302 916

Drug Legislation

Fighting Drugs in the Schools: A Legal Manual. 143p. 2mf. L2 ED 302 916

Drug Therapy

Detection, Evaluation, and Treatment of High Blood Pressure. Report of the Committee. 64p. 1mf. L1 ED 303 441

High Blood Cholesterol in Adults. Report of the Expert Panel on Detection, Evaluation, and Treatment. 92p. 1mf. L1 ED 303 440

Drug Use

Fighting Drugs in the Schools: A Legal Manual. 143p. 2mf. L2 ED 302 916

Dutch

Requirements for the Use of Courseware in Mother Tongue Education. 13p. 1mf. L1 ED 303 035

Dysphagia

Swallowing Disorders: What Families Should Know. 18p. 1mf. L2 ED 303 007

Early Childhood Education

Early Childhood Program Administrators and Parents from Third World Countries. 13p. 1mf. L1 ED 303 250

Making Prevention a Way of Life: The Importance of Infant Development. 26p. 1mf. L1 ED 303 257

100 Years of Kindergartens in Finland. 17p. 1mf. L2 ED 303 238

Early Intervention

Administrative Challenges in Early Intervention. 25p. 1mf. L1 ED 302 965

Defining the Infancy Specialization in Early Childhood Special Education. 17p. 1mf. L1 ED 302 970

Early Childhood Special Education: Birth to Three. 262p. 3mf. L1 ED 302 964

Early Intervention for Infants with Deaf-Blindness. 53p. 1mf. L1 ED 302 986

Early Intervention Public Policy: Past, Present, and Future. 17p. 1mf. L1 ED 302 973

Early Intervention Team Approaches: The Transdisciplinary Model. 21p. 1mf. L1 ED 302 971

Linking Screening, Identification, and Assessment with Curriculum. 39p. 1mf. L1 ED 302 966

Model Programs for Infants and Toddlers with Handicaps. 43p. 1mf. L1 ED 302 967

Parent Involvement in Early Childhood Special Education. 21p. 1mf. L1 ED 302 968

Preparing for Change: The Implementation of Public Law 99-457. 13p. 1mf. L1 ED 302 974

Preschool Puzzle: A Study of Early Intervention Programs and Services. 94p. 1mf. L1 ED 302 991

Program Evaluation: The Key to Quality Programming. 31p. 1mf. L1 ED 302 972

Report on Year 1 Activities under Part H--The Handicapped Infant and Toddlers Program. 29p. 1mf. L1 ED 302 988

Staffing Patterns and Team Models in Infancy Programs. 19p. 1mf. L1 ED 302 969

Training Parents of Developmentally Delayed Children in Rural Areas. 35p. 1mf. L1 ED 302 979

Early Parenthood

Adolescent Reproductive Behaviour: An Annotated Bibliography. 291p. 4mf. L1 ED 302 771

Child Care for the Children of Adolescent Parents: Findings from a National Survey and Case Studies. Working Paper No. 184. 74p. 1mf. L2 ED 302 937

Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174. 25p. 1mf. L2 ED 302 936

Earth Science

Earth Science Education for the 21st Century Conference (Alexandria, Virginia, April 19-23, 1988). Executive Summary. 22p. 1mf. L1 ED 303 316

Eighth Grade Earth Science Curriculum Guide. Part 1. 330p. 4mf. L2 ED 303 355

Lafourche Parish Coastal Zone Curriculum Resource Unit. Bulletin 1834. 190p. 2mf. L1 ED 303 317

Eastern Washington University

Gender Balancing the Curriculum with Faculty/Student Teamwork: A Case Study. 10p. 1mf. L1 ED 303 392

Eating Habits
Community Guide to Cholesterol Resources.
30p. 1mf. L1 ED 303 430
Feeding Techniques for Children Who Have Cleft Lip and Palate.
10p. 1mf. L2 ED 303 009
Swallowing Disorders: What Families Should Know.
18p. 1mf. L2 ED 303 007

Ecological Factors
Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children.
69p. 1mf. L1 ED 303 243

Economic Awareness
The Importance of Economic Growth to Developing Nations .
15p. 1mf. L1 ED 303 384

Economic Development
The Importance of Economic Growth to Developing Nations .
15p. 1mf. L1 ED 303 384
Community College Advanced Technology Centers: Meeting America's Need for Integrated, Comprehensive Economic Development.
12p. 1mf. L1 ED 302 735
Education and the Economy. A Vocational Perspective. A Vocational Training Council Discussion Paper Based on a Survey Conducted between July and November 1985.
29p. 1mf. L1 ED 302 673
Exemplary Practices Linking Economic Development and Job Training.
24p. 1mf. L1 ED 302 715
Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States.
79p. 1mf. L2 ED 303 567
Remarks on Successful Economic Development Programs in Rural Areas.
7p. 1mf. L1 ED 303 307
Thirteenth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. Including Findings and Recommendations on U.S. Employment in an International Economy, Patterns of Participation in Job Training Partnership Programs, Providing Intervention Assistance for Youth At-Risk. Report No. 25.
35p. 1mf. L1 ED 302 683
Vocational Training for Economic Development: A Report on the Business/Industry Relationships with the Kansas Community Colleges and Area Vocational-Technical Schools, 1987-88 Academic Year.
64p. 1mf. L1 ED 303 228
World Food and Agriculture. Economic Problems and Issues.
148p. 2mf. L2 ED 302 642

Economic Factors
Economic Impact of Organized Camping in the United States in 1982: An Estimate and Analysis.
62p. 1mf. L2 ED 303 310
Future Directions for Urban Social Planning in Canada. U.B.C. Planning Papers: Discussion Papers #11.
23p. 1mf. L1 ED 303 564
Longitudinal Study of Retention in the C.O.O.R. ISD Area.
42p. 1mf. L1 ED 303 558
U.S. Policies in Third World: An Economic Perspective.
12p. 1mf. L2 ED 302 861

Economic Impact Studies
Economic Impact of Organized Camping in the United States in 1982: An Estimate and Analysis.
62p. 1mf. L2 ED 303 310

Economic Opportunities
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986).
244p. 3mf. L1 ED 302 659
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Conference (5th, Cincinnati, Ohio, March 18-19, 1988).
242p. 3mf. L1 ED 302 660

Economic Status
Well-Being of Recently Divorced Puerto Rican Women.
19p. 1mf. L1 ED 303 552

Economically Disadvantaged
Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983.
21p. 1mf. L1 ED 303 538
Summer Youth Job Program: Congressional Action Has Increased Emphasis on Remedial Education. Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, U.S. Senate.
95p. 1mf. L1 ED 303 536

Economics
The Importance of Economic Growth to Developing Nations .
15p. 1mf. L1 ED 303 384
Behind School Reform, USA-England: Economics and Equity.
21p. 1mf. L1 ED 303 413
Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8.
38p. 1mf. L1 ED 302 889

Economics Education
The Importance of Economic Growth to Developing Nations .
15p. 1mf. L1 ED 303 384
Behind School Reform, USA-England: Economics and Equity.
21p. 1mf. L1 ED 303 413
CA Rural Knowledge Bowl Adds Action to Economics.
12p. 1mf. L1 ED 303 306
Two Traditions in Economics: Implications for Teaching U.S. and World History.
31p. 1mf. L1 ED 303 401

Education Consolidation Improvement Act Cha
Chapter 1 in North Carolina, 1986-1987.
36p. 1mf. L1 ED 303 537

Education of the Handicapped Act Amendments
Early Childhood Special Education: Birth to Three.
262p. 3mf. L1 ED 302 964
Early Intervention Public Policy: Past, Present, and Future.
17p. 1mf. L1 ED 302 973
Preparing for Change: The Implementation of Public Law 99-457.
13p. 1mf. L1 ED 302 974
Report on Year 1 Activities under Part H--The Handicapped Infant and Toddlers Program.
29p. 1mf. L1 ED 302 988

Education Service Centers
Community College Advanced Technology Centers: Meeting America's Need for Integrated, Comprehensive Economic Development.
12p. 1mf. L1 ED 302 735

Education Work Relationship
Annotated Bibliography on Transition from School to Work. Volume 3.
284p. 3mf. L1 ED 303 026
Competitive Edge.
20p. 1mf. L1 ED 302 658
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Manual for Best Practices and Procedures.
25p. 1mf. L1 ED 303 005
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Final Report.
102p. 2mf. L1 ED 303 006
Graduates of Doctoral Programs in Higher Education: Demographics and Career Patterns. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 073
National Grad Survey (University) 1984. #86-02.
35p. 1mf. L1 ED 303 130
Needs Assessment of Hospitality/Tourism Industry in Kentucky.
103p. 2mf. L1 ED 302 652
Progression into Engineering. Building Bridges between Education, Training and Employment.
36p. 1mf. L1 ED 302 662
Progression into Engineering. Building Bridges between Education, Training and Employment.
190p. 2mf. L1 ED 302 663
Project Directors' Annual Meeting Conference Proceedings (3rd, Washington, D.C., December 10-11, 1987).
134p. 2mf. L1 ED 303 003
Role of Vocational Education in Preparing Young People for Adult Life and Employment. A Discussion Paper.
68p. 1mf. L1 ED 302 671

Educational Administration
Bibliography on the Assessment Center Method and Education Administration.
130p. 2mf. L1 ED 302 954
Clinical Experiences in Educational Administration: A Selected Bibliography, 1960-1987. A UCEA Resource Document, #1402.
30p. 1mf. L1 ED 302 955
Directory of Organizations in Educational Management. Eighth Edition.
51p. 1mf. L1 ED 302 941
Institutional Research's Role in Enrollment Management: One Institution's Trials and Tribulations.
16p. 1mf. L1 ED 303 124
New Directions for Administrator Preparation. UCEA Monograph Series.
95p. 1mf. L1 ED 302 951
Under Scrutiny: The Educational Administration Professoriate.
216p. 3mf. L1 ED 302 953

Educational Assessment
Achievement, Assessment and Reporting. Selected Essays. SCRE Publication No. 97.
70p. 1mf. L2 ED 303 470
Assessing the Institutional Effectiveness of Community and Technical Colleges.
67p. 1mf. L1 ED 303 193
Corrections Education Evaluation System Model.
83p. 1mf. L1 ED 303 525
Criteria and Measures of Institutional Effectiveness.
28p. 1mf. L1 ED 303 191
Developing Quality Science Programs. A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment. Science Curriculum and Assessment Project, Northwest Evaluation Association.
26p. 1mf. L1 ED 303 341
Dissemination and Training: Moving toward State Impact.
8p. 1mf. L1 ED 302 908
Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System.
38p. 1mf. L1 ED 303 202
GAO's Study of Overseas Department of Defense Dependents' Schools. Testimony: Statement of William J. Gainer, Associate Director, Human Resources Division before the Subcommittee on Military Personnel and Compensation Committee on Armed Services, House of Representatives.
12p. 1mf. L1 ED 302 904
How Does Your Garden Grow? Building Positive Environments for Children.
22p. 1mf. L1 ED 303 276
Instructional Improvement and the Control of Schools.
29p. 1mf. L1 ED 302 961
Method for Assessing Institution-Wide Responsiveness to Adult Undergraduates in Traditional Colleges and Universities. ASHE 1988 Annual Meeting Paper.
35p. 1mf. L1 ED 303 077
National Grad Survey (University) 1984. #86-02.
35p. 1mf. L1 ED 303 130
Student Outcomes Assessment Survey 1987-88. ASHE 1988 Annual Meeting Paper.
39p. 1mf. L1 ED 303 084
Uses of the College Student Experiences Questionnaire. ASHE Symposium. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 101

Educational Attainment
Determinants of Postsecondary Educational Attainment for 1980 High School Seniors.
8p. 1mf. L1 ED 303 475
What Role Does Formal Education Play in the IQ-Age Relationship across the Adult Life-Span?
49p. 1mf. L1 ED 303 498

Educational Attitudes
Attitude towards Responsibility and Teacher Locus of Control: Predicting Teacher Stress and Attitudes. Research Paper ERU-2-88.
23p. 1mf. L2 ED 303 522

Educational Background
Race and Geographical Mobility in the United States, 1940-1980.
32p. 1mf. L2 ED 303 533

Educational Change
Age Group and Sex of Students. Fall 1987. Report No. 8-88.
637p. 7mf. L1 ED 303 116
Apprenticeship/Vocational Education--Skilled Work Force.
12p. 1mf. L1 ED 302 731
Behind School Reform, USA-England: Economics and Equity.
21p. 1mf. L1 ED 303 413
Continuity in Soviet Education--Another Gorbachev Hurdle.
36p. 1mf. L1 ED 302 913
Decentralization and Regionalization in Educational Administration: Comparisons of Venezuela, Colombia and Spain.
37p. 1mf. L1 ED 302 873
Education Reform in Rural Appalachia, 1982-1987.
200p. 3mf. L1 ED 303 287
Equity and Excellence in Education Reform: An Unfinished Agenda.
35p. 1mf. L1 ED 302 960
Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report.
54p. 1mf. L1 ED 303 372
From Recommendations to Reality. A Paper on School Reform Issues.
30p. 1mf. L1 ED 302 910
Futurism in Vocational Education.
11p. 1mf. L1 ED 302 647
Institutional Factors That Motivate Research Activity in Research Universities. A Progress Report. ASHE 1988 Annual Meeting Paper.
17p. 1mf. L1 ED 303 081
Introducing New Organizational Structures in Education: The Importance of Understanding the Formation of Organizational Cultures.
29p. 1mf. L1 ED 303 272
Neighborhood Organizing for Urban School Reform.
182p. mf. L3 ED 303 550
Policy Implications of the Three R's of Mathematics Education: Revolution, Reform, and Research.
36p. 1mf. L1 ED 302 893
Preparing for Change: The Implementation of Public Law 99-457.
13p. 1mf. L1 ED 302 974
Putting Together the Picture of School Improvement in Buffalo.
27p. 1mf. L1 ED 302 944
Q.A.: Improving Kentucky Schools: A Conversation with Governor Wallace G. Wilkinson.
37p. 1mf. L1 ED 303 308
Reform in the Reading Curriculum.
18p. 1mf. L1 ED 302 839
School Based Improvement and Effective Schools: A Perfect Match for Bottom-Up Reform. An ACCESS Printout.
79p. 1mf. L1 ED 302 884
State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools.
50p. 1mf. L1 ED 303 432
Study of the Impact of the Educational Reform Movement on Mississippi Schools.
21p. 1mf. L1 ED 302 926
Teacher Perspectives and Educational Innovation.
23p. 1mf. L1 ED 302 931
Toward the Vision of a Literate Society. Background Paper Prepared for Project on Adult Literacy.
51p. 1mf. L1 ED 302 679
What the Eight Year Study and the Humanities Curriculum Project Do and Do Not Have in Common.
12p. 1mf. L1 ED 302 890

Educational Cooperation
How One School District Implemented Site-Based School Improvement Planning Teams.
32p. 1mf. L1 ED 302 888
Transitional Services Model for Preschool Children Preparing To Enter Kindergarten Involving Parents, Teachers, and Public Schools.
130p. 2mf. L1 ED 303 248

Educational Demand
Classifying the Consumers of Higher and Continuing Education.
16p. 1mf. L1 ED 303 125
Institutional Research's Role in Enrollment Management: One Institution's Trials and Tribulations.
16p. 1mf. L1 ED 303 124
Organizing University Marketing.
20p. 1mf. L1 ED 303 126
Urgent Challenge: Educational Excellence for All. Final Report of the Mayor's Advisory Commission on Postsecondary Education.
89p. 1mf. L1 ED 303 063

Educational Development
CERI's 20th Anniversary: A Special Supplement. Innovation in Education: News from the OECD-Paris, No. 51.
9p. 1mf. L2 ED 302 956
State Level Perspective of the Model: The State Department of Education as a Change Agent.
10p. 1mf. L1 ED 302 886

Educational Diagnosis
(PACT) Partners in Augmentative Communication Training: A Resource Guide for Interaction Facilitation Training for Children.
142p. 2mf. L2 ED 303 015
Linking Screening, Identification, and Assessment with Curriculum.
39p. 1mf. L1 ED 302 966

Educational Economics
Exploring the Effects of Ability-To-Pay on Persistence in College. ASHE 1988 Annual Meeting Paper.
42p. 1mf. L1 ED 303 096

Educational Environment
Classroom Management: Theory into Practice.
9p. 1mf. L1 ED 302 874
Dropout Prevention Strategies.
8p. 1mf. L2 ED 302 897
Fighting Drugs in the Schools: A Legal Manual.
143p. 2mf. L2 ED 302 916
High School Order and Academic Achievement.
43p. 1mf. L1 ED 303 434
Secondary Teachers' Perceptions of School Organizational Climate Relative to Their Professional Growth and Development Attitudes.
23p. 1mf. L1 ED 302 962
Teacher Perspectives and Educational Innovation.
23p. 1mf. L1 ED 302 931

Educational Facilities
Financial Report of Ontario Universities, 1987-88. Volume III--Physical Plant Operating Expenses.
46p. 1mf. L2 ED 303 120
100 Years of Kindergartens in Finland.
17p. 1mf. L2 ED 303 238

Educational Facilities Improvement
Cleveland County: A Special Report 1988.
68p. 1mf. L1 ED 303 293

Educational Facilities Planning
Cleveland County: A Special Report 1988.
68p. 1mf. L1 ED 303 293
Facilities Planning for Small Colleges.
220p. 3mf. L1 ED 302 903

Educational Finance
Appropriations in the 1988-89 State Budget for the Public Segments of Higher Education. Staff Report Series. Report 88-33.
18p. 1mf. L1 ED 303 108
Business/Education Partnerships in South Carolina. Model Projects.
41p. 1mf. L1 ED 302 637
Changing Patterns of Finance in Higher Education. Country Study: Denmark. OECD Educational Monographs.
37p. 1mf. L2 ED 303 105
Changing Patterns of Finance in Higher Education. Country Study: Japan. OECD Educational Monographs.
85p. 1mf. L2 ED 303 104
Defaults in the Federal Guaranteed Student Loan Programs. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. One Hundredth Congress. Second Session.
405p. 5mf. L1 ED 303 103
Development Achievements at Pittsburg State University for Fiscal Year 1988.
253p. 3mf. L1 ED 303 129
Financial Report of Ontario Universities, 1987-88. Volume III--Physical Plant Operating Expenses.
46p. 1mf. L2 ED 303 120
Financial Report of Ontario Universities, 1987-88. Volume II--Affiliated and Federated Colleges and Universities.
269p. 3mf. L2 ED 303 119
Financial Report of Ontario Universities, 1987-88. Volume I--Universities.
296p. 4mf. L2 ED 303 118
Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8.
38p. 1mf. L1 ED 302 889
Maryland Community Colleges Databook, January 1989.
182p. 2mf. L1 ED 303 227
New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System. 1986-87 .
136p. 2mf. L1 ED 303 548
Relationship between Environmental Factors and State Appropriations to Public Universities. ASHE 1988 Annual Meeting Paper.
38p. 1mf. L1 ED 303 088
Study Assistance in Ten European Countries: Overview and Conceptual Framework.
86p. 1mf. L1 ED 303 053

Educational Games
Tell-A-Phone: A Pragmatic Tool for Speech and Language Intervention.
39p. 1mf. L2 ED 303 014

Educational History
Guide to Working with Minority Language Students in Special Education.
39p. 1mf. L1 ED 302 990
Out of the Kitchen: The Transformation of Teachers College, Columbia University, 1913-1933. ASHE 1988 Annual Meeting Paper.
35p. 1mf. L1 ED 303 072
Pi Lambda Theta Summer 1988 Orient Study Tour, University of Hawaii at Manoa Campus. Course Title: International Education and East Asia. Research Report.
23p. 1mf. L1 ED 302 894

Educational Improvement
Education and the Economy. A Vocational Perspective. A Vocational Training Council Discussion Paper Based on a Survey Conducted between July and November 1985.
29p. 1mf. L1 ED 302 673
Effectiveness, Productivity, and Excellence in American Schools.
15p. 1mf. L1 ED 302 949
Evaluation of Six School Effectiveness Programs.
27p. 1mf. L1 ED 303 503
Governor's Task Force on Adult Literacy.
28p. 1mf. L1 ED 302 625
How One School District Implemented Site-Based School Improvement Planning Teams.
32p. 1mf. L1 ED 302 888
School Based Improvement and Effective Schools: A Perfect Match for Bottom-Up Reform. An ACCESS Printout.
79p. 1mf. L1 ED 302 884
School/College/Business Partnerships. Proceedings: The Conference of the University/Urban Schools National Task Force (10th, Santa Barbara, California, November 4-5, 1988).
93p. 1mf. L1 ED 303 539
Successful Schooling for the At-Risk Student: Conference Report and Recommendations.
21p. 1mf. L1 ED 303 560
Time for Assertive Action: School Strategies for Promoting the Education Success of At-Risk Children. Report of the Commissioner's Task Force on the Education of Children and Youth At-Risk.
35p. 1mf. L1 ED 303 534
What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative.
28p. 1mf. L1 ED 303 562

Educational Innovation
CERI's 20th Anniversary: A Special Supplement. Innovation in Education: News from the OECD-Paris, No. 51.
9p. 1mf. L2 ED 302 956
State Level Perspective of the Model: The State Department of Education as a Change Agent.
10p. 1mf. L1 ED 302 886
Technology: A National Imperative.
30p. 1mf. L2 ED 302 665

Educational Legislation
Impact of Changing World Views on Educational and Legal Philosophy: The United States as Exemplar.
15p. 1mf. L1 ED 302 963
Legislation Affecting Higher Education Enacted during the 1987-88 Session. A Staff Report to the California Postsecondary Education Commission. Staff Report Series. Report 88-34.
37p. 1mf. L1 ED 303 107
Recommendations for a Vocational Technical Education Act.
32p. 1mf. L2 ED 302 733
2+2 Project Report 1987.
35p. 1mf. L1 ED 303 420

Educational Methods
Methodologies of Reading and Writing in Kindergarten.
71p. 1mf. L1 ED 302 834
Teaching Curriculum Goals in Routine Environments: A Manual for the Instruction of Multi-Handicapped Students.
132p. 2mf. L2 ED 302 987

Educational Needs
Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2.
70p. 1mf. L1 ED 302 688
Needs Assessment of Hospitality/Tourism Industry in Kentucky.
103p. 2mf. L1 ED 302 652
New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1.
33p. 1mf. L1 ED 302 687
Study of the Vocational Assessment Process as Applied to Vocational Education. Final Report.
78p. 1mf. L1 ED 302 640
Toward the Vision of a Literate Society. Background Paper Prepared for Project on Adult Literacy.
51p. 1mf. L1 ED 302 679

Educational Objectives
Essential Learning Outcomes: Communication Arts.
70p. 1mf. L2 ED 302 813
Reading Effectiveness Program. Elementary Curriculum Guide.
244p. 3mf. L1 ED 302 814

Educational Philosophy
Impact of Changing World Views on Educational and Legal Philosophy: The United States as Exemplar.
15p. 1mf. L1 ED 302 963
Listening in the School Curriculum.
8p. 1mf. L1 ED 302 808
Ways of Thinking and the Development of Foundational Knowledge.
17p. 1mf. L1 ED 303 445

Educational Planning
How One School District Implemented Site-Based School Improvement Planning Teams.
32p. 1mf. L1 ED 302 888
Implications of Economic, Social, and Educational Developments in Rural America for Rural School Systems.
20p. 1mf. L1 ED 303 305
Planning for Computers in Education: A Resource Handbook. Revised.
166p. 2mf. L1 ED 303 142

Educational Policy
"Language Struggle" in South Africa: Emergence and Development in Educational Policy. 1987-1988 World Education Monograph Series, Number One.
26p. 1mf. L1 ED 303 028
AIDS Policies and Resources for Community Colleges.
46p. 1mf. L1 ED 303 192
Australian Education and the Pacific Rim: An Emerging Relationship.
33p. 1mf. L1 ED 302 911
Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools.
138p. 2mf. L1 ED 303 535
Continuity in Soviet Education--Another Gorbachev Hurdle.
36p. 1mf. L1 ED 302 913
Early Intervention Public Policy: Past, Present, and Future.
17p. 1mf. L1 ED 302 973
First Teachers: Parental Involvement in the Public Schools.
57p. 1mf. L2 ED 302 883
From Recommendations to Reality. A Paper on School Reform Issues.
30p. 1mf. L1 ED 302 910
Handbook for Improving the Effectiveness of the School Board Members in America.
59p. 1mf. L1 ED 302 901
Implications of Economic, Social, and Educational Developments in Rural America for Rural School Systems.
20p. 1mf. L1 ED 303 305
Pi Lambda Theta Summer 1988 Orient Study Tour, University of Hawaii at Manoa Campus. Course Title: International Education and East Asia. Research Report.
23p. 1mf. L1 ED 302 894
Policy Analysis for School Districts. ERIC Digest Series Number EA30.
4p. 1mf. L1 ED 302 899
Proposed Establishment of San Jose State University's Tri-County Center in Salinas. A Report to the Governor and Legislature in Response to a Request by the California State University for Funds to Create an Off-Campus Center to Serve Monterey, San Benito, and Santa Cruz Counties. Report No. 88-37.
103p. 2mf. L1 ED 303 110
Retention/Promotion/Transition in the Early Grades: A Research Brief.
9p. 1mf. L1 ED 303 278
Rural Areas in the 1980s: Prologue to the 21st Century.
26p. 1mf. L1 ED 303 304
Training and Qualifications of Child Care Center Directors.
28p. 1mf. L1 ED 303 255

Educational Practices
Annotated Bibliography of the Importance of Developmentally Appropriate Practices in Today's Kindergartens.
81p. 1mf. L1 ED 303 274
Education and the Global Marketplace.
11p. 1mf. L2 ED 302 685
Pi Lambda Theta Summer 1988 Orient Study Tour, University of Hawaii at Manoa Campus. Course Title: International Education and East Asia. Research Report.
23p. 1mf. L1 ED 302 894
Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1987-88.
150p. 2mf. L1 ED 302 734

Educational Quality
Behind School Reform, USA-England: Economics and Equity.
21p. 1mf. L1 ED 303 413
Criteria and Measures of Institutional Effectiveness.
28p. 1mf. L1 ED 303 191
Current Trends in Public School Kindergarten: Full Days and Four-Year-Olds. Research Report.
17p. 1mf. L1 ED 303 242
Curriculum Auditing.
368p. 4mf. L1 ED 302 912
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators.
51p. 1mf. L1 ED 302 906
GAO's Study of Overseas Department of Defense Dependents' Schools. Testimony: Statement of William J. Gainer, Associate Director, Human Resources Division before the Subcommittee on Military Personnel and Compensation Committee on Armed Services, House of Representatives.
12p. 1mf. L1 ED 302 904
Ideas for Infant and Toddler Environments.
13p. 1mf. L1 ED 303 241
Southeast Asian Family Day Care Resource Manual.
72p. 1mf. L1 ED 303 247
Training and Qualifications of Child Care Center Directors.
28p. 1mf. L1 ED 303 255
Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29.
4p. 1mf. L1 ED 302 898
What New Students Are Thinking. A Survey of the 1988 North Dakota Scholars Program Candidates.
44p. 1mf. L1 ED 303 115

Educational Radio
Development Communication Report. No. 56-59.
62p. 1mf. L1 ED 303 134

Educational Research
CERI's 20th Anniversary: A Special Supplement. Innovation in Education: News from the OECD-Paris, No. 51.
9p. 1mf. L2 ED 302 956
Institutional Projects Funded by OERI. Revised April 1988.
79p. 1mf. L1 ED 303 159
Student-Teachers Learning from Experienced Teachers.
65p. 1mf. L2 ED 303 301
Summaries of Research and Development Activities in Agricultural Education in the United States of America 1985-1986.
182p. 2mf. L1 ED 302 666
What Research Tells the Principal about the Teaching of Values.
30p. 1mf. L1 ED 303 476

Educational Resources
Planning for Computers in Education: A Resource Handbook. Revised.
166p. 2mf. L1 ED 303 142
Resources in Education (RIE). Volume 24, Number 6.
p. mf. L2 ED 302 624

Educational Responsibility
Education and the Economy. A Vocational Perspective. A Vocational Training Council Discussion Paper Based on a Survey Conducted between July and November 1985.
29p. 1mf. L1 ED 302 673

Educational Sociology
Curriculum and Democracy: Lessons from a Critique of the "New Sociology of Education." Occasional Paper No. 5.
21p. 1mf. L1 ED 302 920
Ways of Thinking and the Development of Foundational Knowledge.
17p. 1mf. L1 ED 303 445

Educational Strategies
Activities-Based Languages Curriculum: The ALL Model.
13p. 1mf. L1 ED 303 029
Language, Meaning, and Knowledge: Empowering Developmental Students To Participate in the Academy.
33p. 1mf. L1 ED 302 848
Rural Areas in the 1980s: Prologue to the 21st Century.
26p. 1mf. L1 ED 303 304

Educational Supply
Organizing University Marketing.
20p. 1mf. L1 ED 303 126

Educational Technology
Adult Education and Technology Project Report 1987-1988.
26p. 1mf. L1 ED 302 725
Adult Education Report.
104p. 2mf. L1 ED 302 726
Change in Public Education: A Technological Perspective. Trends & Issues, Series Number 1.
32p. 1mf. L1 ED 302 940
Integrating Computers and Electronic Technology into the Curriculum for Students with Multiple Handicaps.
78p. 1mf. L1 ED 303 017
Retooling the American Workforce: The Role of Technology in Improving Adult Literacy during the 1990s. Background Paper Prepared for Project on Adult Literacy.
79p. 1mf. L1 ED 302 681
Sensitive Technology Assessment of ACOT.
9p. 1mf. L1 ED 303 156
Social-Technical Theory and Elementary Schools: An Exploratory Study.
17p. 1mf. L1 ED 303 510
Talking about Teaching, by Writing: The Use of Computer-Based Conferencing for Collegial Exchange among Teachers. Technical Report.
116p. 2mf. L1 ED 303 363

Educational Technology Center MA
Educational Technology Center Fifth Year Report.
134p. 2mf. L1 ED 303 373

Educational Theories
Integrating Information in Conceptual Models. Use of an Information Structure in Building Conceptual Models for Behavioural Studies. Research Bulletin 70.
70p. 1mf. L1 ED 303 454

Educational Trends
Beyond "Trends" in English and Language Arts Instruction.
21p. 1mf. L1 ED 302 852
Education Reform in Rural Appalachia, 1982-1987.
200p. 3mf. L1 ED 303 287

(Continued)

Educational Trends (Continued)
Maryland Community Colleges Databook, January 1989.
182p. 2mf. L1 ED 303 227
Policy Implications of the Three R's of Mathematics Education: Revolution, Reform, and Research.
36p. 1mf. L1 ED 302 893
Status of Planned Learning Experiences for Educational Administrators.
12p. 1mf. L1 ED 302 935
Vocational/Technical Education in Hawaii in Search of Excellence.
14p. 1mf. L1 ED 302 639

Educationally Disadvantaged
Cultural Diversity: Increasing Achievement through Equity.
10p. 1mf. L1 ED 303 527

Educology
Foundational Studies as a New Liberal Art: Educology.
19p. 1mf. L1 ED 303 446

Effective Schools Research
Measuring School Effectiveness Using Hierarchical Linear Models.
22p. 1mf. L1 ED 303 477
Results of the Two-Year Pilot of the the Achievement Formula That Applies the Correlates of Effective Schools and Recommendations of the "Excellence" Reports To Predict, Monitor, and Enhance Student Achievement.
94p. 1mf. L1 ED 302 923

Efficiency
What We Know about Administering Enrollment Decline and Fiscal Retrenchment in Schooling.
18p. 1mf. L1 ED 303 303

Effort
Children's Use of Effort and Intentionality in Social Judgments of Others.
19p. 1mf. L1 ED 303 260

Eight Year Study
What the Eight Year Study and the Humanities Curriculum Project Do and Do Not Have in Common.
12p. 1mf. L1 ED 302 890

Electronic Equipment
Express Yourself: Communication Disabilities Need Not Be Handicaps.
182p. 2mf. L2 ED 303 012

Electronics Industry
Industry/Electronics Education Joint Venture.
20p. 1mf. L1 ED 302 645

Elementary Education
Culturally Relevant Early Education Programs. Hearing on Oversight Hearing on Culturally Relevant Early Education Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, Second Session (November 24, 1987).
232p. 3mf. L1 ED 303 288

Elementary School Curriculum
Elementary Social Studies: Throwing Out the Baby with the Bath Water?
19p. 1mf. L1 ED 303 399
La Familia: Student Workbook. Latino Family Life Education Curriculum Series.
90p. 1mf. L2 ED 303 544
Spotlight on Arts Education. Volume 3, Spring, 1988.
39p. 1mf. L1 ED 303 400

Elementary School Mathematics
"Pies Are Hard To Find Out about..." An Inquiry into Children's Understanding of the Nature of Fractions. Technical Report.
109p. 2mf. L1 ED 303 361
Essential Learning Outcomes: Mathematics.
150p. 2mf. L2 ED 303 356
Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City. Case 07-88.
166p. 2mf. L1 ED 303 342
Scientists in the Classroom. One School District's Experience with Science and Mathematics Volunteers in Elementary and Secondary Schools.
42p. mf. L3 ED 303 321

Elementary School Science
Density: A Definition, a Concept, or Both?
9p. 1mf. L1 ED 303 336
Earth Science Education for the 21st Century Conference (Alexandria, Virginia, April 19-23, 1988). Executive Summary.
22p. 1mf. L1 ED 303 316
Newspapers in Education: Elementary Activity Cards .
109p. 2mf. L1 ED 303 335
Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report.
200p. 3mf. L1 ED 303 375
Science for Children. Resources for Teachers.
194p. 3mf. L2 ED 303 320
Science for the Fun of It. A Guide to Informal Science Education.
137p. 2mf. L2 ED 303 318
Scientists in the Classroom. One School District's Experience with Science and Mathematics Volunteers in Elementary and Secondary Schools.
42p. mf. L3 ED 303 321

Elementary School Students
Adolescent Responsibility, Parent-Child Relations, and School Performance.
34p. 1mf. L1 ED 303 253
Another Look at Second Graders Occupational Choices: Five Years Later.
10p. 1mf. L1 ED 303 511
Basic Skills Assessment Program, Spring 1987. Annual Report No. 87-24.
189p. 2mf. L1 ED 303 467
Children's Use of Effort and Intentionality in Social Judgments of Others.
19p. 1mf. L1 ED 303 260
Comparison of the Classroom and Playground Behaviour of Mildly Disabled and Non-Disabled Students in an Integrated Educational Setting.
37p. 1mf. L1 ED 303 237
Evaluating the Mathematics Scores of Students Who Participate in a School Store.
11p. 1mf. L1 ED 303 513
Parental Separation Effects and Family Influences on Children's Divergent Thinking Abilities.
17p. 1mf. L1 ED 303 478
Relationships among Communication Apprehension, Reading Achievement, Teacher-Perceived Communication Apprehension, and Intelligence.
17p. 1mf. L1 ED 302 858
Study of Self-Concept of Cambodian Children in Two Richmond Public Schools.
34p. 1mf. L1 ED 303 559
Using the Gap Reduction Model To Evaluate a Successful Bilingual/ESL Program.
22p. 1mf. L1 ED 303 505

Elementary School Teachers
Teacher Locus of Control: A Study of Its Reliability and Validity by Discriminant Analysis. Research Paper ERU-3-88.
17p. 1mf. L2 ED 303 521

Elementary Schools
Elementary School Achievement Profiles. Portland Public Schools. A School-by-School Report of Basic Skills Test Results and School/Student/Staff Data: School Year 1986-87.
188p. 2mf. L1 ED 303 469
Measuring School Effectiveness Using Hierarchical Linear Models.
22p. 1mf. L1 ED 303 477
Small Catholic Elementary School: Advantages and Opportunities.
126p. 2mf. L1 ED 303 290
Social-Technical Theory and Elementary Schools: An Exploratory Study.
17p. 1mf. L1 ED 303 510

Elementary Secondary Education
Achievement, Assessment and Reporting. Selected Essays. SCRE Publication No. 97.
70p. 1mf. L2 ED 303 470
Educating Black Male Youth: A Moral and Civic Imperative. An Introspective Look at Black Male Students in the New Orleans Public Schools.
57p. 1mf. L1 ED 303 546

Eligibility
Professional Judgment in Need Analysis. NASFAA Monograph Series Number VII.
43p. 1mf. L1 ED 303 057

Emergency Medical Technicians
Prevention and Control of Stress among Emergency Workers: A Pamphlet for Workers.
14p. 1mf. L1 ED 302 764

Emergency Squad Personnel
Prevention and Control of Stress among Emergency Workers: A Pamphlet for Workers.
14p. 1mf. L1 ED 302 764

Emergent Literacy
From Present to Future: Beyond "Becoming a Nation of Readers." Technical Report No. 443.
22p. 1mf. L1 ED 302 823
Preschool Children's Reading and Writing Awareness. Technical Report No. 442.
23p. 1mf. L1 ED 302 822

Emotional Adjustment
Blame among Adult Women Sexually Abused as Children.
36p. 1mf. L2 ED 302 777

Emotional Development
Dead Heros: Surviving the Male Myth.
6p. 1mf. L1 ED 302 797
Understanding and Dealing with Separation Issues in Early Childhood Programs.
19p. 1mf. L1 ED 303 277

Emotional Disturbances
Georgia Psychoeducational Network Research Consortium. Final Report.
75p. 1mf. L1 ED 302 978
Prosocial Skills Training for Children with Emotional Disturbances (ED) and Behavioral Disorders (BD): The Journey of 1,000 Miles Begins with the First Few Steps.
31p. 1mf. L1 ED 302 976

Emotional Problems
Determinants of Relapse for Polysubstance Abusers.
18p. 1mf. L1 ED 302 785

Emotional Response
Dead Heros: Surviving the Male Myth.
6p. 1mf. L1 ED 302 797
Mild Depression: Its Relation to Stress, Coping and Gender.
18p. 1mf. L1 ED 302 784

Empathy
Psychological Mechanisms in Children with Deficient Empathy and Sympathy.
9p. 1mf. L1 ED 302 864

Employed Parents
Employed Parents' Depression: Effects of Spouse Support and Child Behavior.
18p. 1mf. L1 ED 302 748

Employed Women
Affirmative Action and Women in Higher Education.
21p. 1mf. L1 ED 303 416
Picture Improves: A Look at the 1984 Television Season. An Analysis of Female TV Characters on Programs Premiering in 1984.
16p. 1mf. L2 ED 303 147
Prime Time Women. An Analysis of Older Women on Entertainment Television.
30p. 1mf. L2 ED 303 148
Status of Women in the Broadcasting Industry Today. Proceedings of a Sympoisum (Washington, D.C., December 5, 1984).
22p. 1mf. L2 ED 303 149
Stress Resistant Employee: An Update.
19p. 1mf. L1 ED 302 769
Trouble on the Set. An Analysis of Female Characters on 1985 Television Programs.
18p. 1mf. L2 ED 303 150
What's Wrong with This Picture? A Look at Working Women on Television.
25p. 1mf. L2 ED 303 146
Women Out of View. An Analysis of Female Characters on 1987-88 TV Programs.
30p. 1mf. L2 ED 303 151

Employee Attitudes
Job Insecurity and Employee Well-Being.
20p. 1mf. L1 ED 302 752
Relationships between Organizational Climate, Job Satisfaction and Stress-Related Illnesses.
26p. 1mf. L1 ED 302 753

Employee Ownership
Job-Saving Strategies: Worker Buyouts and QWL.
355p. 4mf. L2 ED 302 729

Employees
Stress Resistant Employee: An Update.
19p. 1mf. L1 ED 302 769

Employer Supported Day Care
Care and Resources for Employees and Their Dependents.
56p. 1mf. L1 ED 303 251

Employment
High School Graduate Follow-Up Report, June 1987 Graduates.
65p. 1mf. L1 ED 303 532
Thirteenth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. Including Findings and Recommendations on U.S. Employment in an International Economy, Patterns of Participation in Job Training Partnership Programs, Providing Intervention Assistance for Youth At-Risk. Report No. 25.
35p. 1mf. L1 ED 302 683
Towards a Fair and Just Society.
62p. 1mf. L1 ED 303 234

Employment Counselors
Application of the Knowledge Base and Skills of Employment Counselling and Canada's First Employment Counselling Program--Year Two.
8p. 1mf. L1 ED 302 801

Employment Interviews
Get that Job!
13p. 1mf. L1 ED 302 690

Employment Level
Longitudinal Study of Graduates of Special Education. Keynote Presentation.
15p. 1mf. L1 ED 303 004

Employment Opportunities
Hearing on H.R. 2246, Jobs for Employable Dependent Individuals "JEDI." Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.
43p. 1mf. L1 ED 303 551

Employment Patterns
Graduate Placement Report Annual Summary, 1988. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute.
19p. 1mf. L1 ED 303 222
Labette Community College: Analysis of Alumni Survey Results for 1987 and 1988 Graduates.
37p. 1mf. L1 ED 303 215
Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.
13p. 1mf. L1 ED 303 221

Employment Potential
Project Directors' Annual Meeting Conference Proceedings (3rd, Washington, D.C., December 10-11, 1987).
134p. 2mf. L1 ED 303 003
Role of Vocational Education in Preparing Young People for Adult Life and Employment. A Discussion Paper.
68p. 1mf. L1 ED 302 671

Employment Practices
Education and the Global Marketplace.
11p. 1mf. L2 ED 302 685
Job-Saving Strategies: Worker Buyouts and QWL.
355p. 4mf. L2 ED 302 729
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6.
56p. 1mf. L1 ED 302 686

Employment Problems
Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States.
79p. 1mf. L2 ED 303 567

Employment Programs
Adult Unemployment and the Curriculum: A Manual for Practitioners. FEU/REPLAN Project Report.
64p. 1mf. L1 ED 302 727
Interagency Vendorization: Expanding Supported Employment Services. Fourth Revision.
94p. 1mf. L1 ED 302 992
Summary of Existing Legislation Affecting Persons with Disabilities.
207p. 3mf. L1 ED 302 996
YES Canada--A Solution for Students at Risk.
28p. 1mf. L1 ED 302 794

Employment Qualifications
Corrections Officer Physical Abilities Report. Standards and Training for Corrections Program.
151p. 2mf. L1 ED 302 696
Corrections Officer Physical Conditioning Course. Standards and Training for Corrections Program.
64p. 1mf. L1 ED 302 699
Probation Officer Physical Abilities Report. Standards and Training for Corrections Program.
11p. 1mf. L1 ED 302 710

Energy
Lafourche Parish Coastal Zone Curriculum Resource Unit. Bulletin 1834.
190p. 2mf. L1 ED 303 317

Energy Audits
Energy Management for Human Service Agencies. Second Edition.
346p. 4mf. L1 ED 302 880

Energy Education
Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833.
80p. 1mf. L1 ED 303 324

Energy Management
Energy Management for Human Service Agencies. Second Edition.
346p. 4mf. L1 ED 302 880
Site and Facilities: A Resource Book for Camps.
96p. 1mf. L2 ED 303 313

Engineering
Progression into Engineering. Building Bridges between Education, Training and Employment.
36p. 1mf. L1 ED 302 662
Progression into Engineering. Building Bridges between Education, Training and Employment.
190p. 2mf. L1 ED 302 663
Selective Guide to Literature on Agricultural Engineering. Engineering Literature Guides, Number 4.
25p. mf. L3 ED 303 325
Selective Guide to Literature on Chemical Engineering. Engineering Literature Guides, Number 9.
24p. mf. L3 ED 303 326
Selective Guide to Literature on Computer Science. Engineering Literature Guides, Number 3.
21p. mf. L3 ED 303 328
Selective Guide to Literature on Computer Engineering. Engineering Literature Guides, Number 1.
23p. mf. L3 ED 303 327
Selective Guide to Literature on Engineering Geology. Engineering Literature Guides, Number 7.
26p. mf. L3 ED 303 329
Selective Guide to Literature on Mechanical Engineering. Engineering Literature Guides, Number 2.
24p. mf. L3 ED 303 330

Engineering Drawing
Assessment of Knowledge and Skills Needed in Selected Engineering Technician Fields: Mechanical/Manufacturing/Industrial.
137p. 2mf. L1 ED 302 627

Engineering Education
Selective Guide to Literature on Mining Engineering. Engineering Literature Guides, Number 6.
43p. mf. L3 ED 303 331

Engineering Technicians
Assessment of Knowledge and Skills Needed in Selected Engineering Technician Fields: Mechanical/Manufacturing/Industrial.
137p. 2mf. L1 ED 302 627

Engineering Technology
Assessment of Knowledge and Skills Needed in Selected Engineering Technician Fields: Mechanical/Manufacturing/Industrial.
137p. 2mf. L1 ED 302 627
Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.
13p. 1mf. L1 ED 303 221

Engineers
Professional Engineering Handbook.
125p. 2mf. L1 ED 303 343

England
Behind School Reform, USA-England: Economics and Equity.
21p. 1mf. L1 ED 303 413
Study of the Use of Geography Textbooks by Selected Teachers in English Secondary Schools.
657p. 7mf. L1 ED 303 411

English
Les Enjeux juridiques et socio-politiques des conflits linguistiques: le cas de l'Ontario (The Legal and Sociopolitical Stakes of Language Conflicts: The Case of Ontario). Publication G-10.
164p. 2mf. L1 ED 303 041
On the Interaction of Prototype and Language Transfer.
15p. 1mf. L1 ED 303 040
Student Achievement in English-Ukrainian Partial Immersion Programs.
81p. 1mf. L1 ED 303 031

English (Second Language)
"What Is My Problem?" A Case Study of an Adult Indonesian E.S.L. Learner in Australia.
18p. 1mf. L1 ED 303 039
Children's Writing in ESL. ERIC Digest.
3p. 1mf. L1 ED 303 046
Delivering Academic Excellence to Culturally Diverse Populations (Language Development through Math/Science Activities). Conference Proceedings (Saddle Brook, New Jersey, December 7-8, 1984).
60p. 1mf. L1 ED 303 528
Dialog Journals: A Window on the Act of Language Teaching.
26p. 1mf. L1 ED 303 030
Empirical Comparison of a Direct and an Indirect Method of Assessing Writing Proficiency.
62p. 1mf. L1 ED 303 519
English Speech Rhythm and Its Teaching to Non-Native Speakers.
19p. 1mf. L1 ED 303 033
ESL in Special Education. ERIC Digest.
3p. 1mf. L1 ED 303 044
ESL Program Administration in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 303 045
Exemplary Adult Education Programs. Highlights of Secretary's Award Program Finalists 1988.
51p. 1mf. L1 ED 302 684
Project Caribe, 1986-1987. OEA Evaluation Report.
48p. 1mf. L1 ED 303 050
Providing Adult Basic Education Services to Adults with Limited English Proficiency. Background Paper Prepared for Project on Adult Literacy.
48p. 1mf. L1 ED 302 677
San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report.
209p. 3mf. L1 ED 303 286
Sequencing Stories in Spanish and English.
93p. 1mf. L1 ED 303 032
Text-Frame Relationships and ESL.
14p. 1mf. L1 ED 303 037
Use of Creative Dramatics in the Teaching of Drama with Special Application to the Teaching of English as a Second Language.
119p. 2mf. L1 ED 302 869
Using the Gap Reduction Model To Evaluate a Successful Bilingual/ESL Program.
22p. 1mf. L1 ED 303 505
Word-Processed Student Newspaper: Why?--How?--So What?
15p. 1mf. L1 ED 303 036

English for Special Purposes
Teaching Critical Reading through Set Theory. Working Paper No. 20.
31p. 1mf. L1 ED 302 832

English Instruction
Beyond "Trends" in English and Language Arts Instruction.
21p. 1mf. L1 ED 302 852

Enrichment Activities
Bright Beginnings: Summer Kindergarten.
106p. 2mf. L2 ED 303 256

Enrollment
Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1987-88. Volume 23.
123p. 2mf. L1 ED 303 206
Annual Report 1984-1985. Yukon Department of Education.
31p. 1mf. L1 ED 303 282
Calhoun Community College 1989 Fact Book.
75p. 1mf. L1 ED 303 201
Maryland Community Colleges Databook, January 1989.
182p. 2mf. L1 ED 303 227

Enrollment Influences
Differences in Family Influences on College Attendance Plans for Male and Female Ninth Graders. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 075
Factors Influencing the Decision To Return to Graduate School in One Professional Group, Physical Therapy. ASHE 1988 Annual Meeting Paper.
29p. 1mf. L1 ED 303 094
Growth and the Enrollment Process, Fall 1988.
93p. 1mf. L1 ED 303 200
Students' Motivation and Changes in Motivation during the First Year of College. ASHE 1988 Annual Meeting Paper.
22p. 1mf. L1 ED 303 069

Enrollment Management
Institutional Research's Role in Enrollment Management: One Institution's Trials and Tribulations.
16p. 1mf. L1 ED 303 124

Enrollment Projections
Howard Community College Enrollment Projections: Fiscal Year 1989 and Fiscal Years 1990 through 1994. Research Report Number 55.
57p. 1mf. L1 ED 303 220
Institutional Research's Role in Enrollment Management: One Institution's Trials and Tribulations.
16p. 1mf. L1 ED 303 124

Enrollment Trends
Age Group and Sex of Students. Fall 1987. Report No. 8-88.
637p. 7mf. L1 ED 303 116
Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1987-88. Volume 23.
123p. 2mf. L1 ED 303 206
California College-Going Rates. 1987 Update. The Eleventh in a Series of Reports on New Freshman Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools. Report 88-26.
72p. 1mf. L1 ED 303 106
Growth and the Enrollment Process, Fall 1988.
93p. 1mf. L1 ED 303 200
Organizing University Marketing.
20p. 1mf. L1 ED 303 126
PVCC New Student Profile, Fall Semester 1988. Research Report Number 2-89.
23p. 1mf. L1 ED 303 229
University of Nevada System Enrollment Report Fall 1988.
20p. 1mf. L1 ED 303 111

Entrepreneurship
Entrepreneurs in Academe: Exploration of Behaviors among Life Scientists. ASHE 1988 Annual Meeting Paper.
45p. 1mf. L1 ED 303 102
Entrepreneurship Education Instructor's Manual. Competency-Based Education.
318p. 4mf. L1 ED 302 654
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986).
244p. 3mf. L1 ED 302 659
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Conference (5th, Cincinnati, Ohio, March 18-19, 1988).
242p. 3mf. L1 ED 302 660
Owning and Operating a Business.
47p. 1mf. L1 ED 302 635

Entry Workers
Corrections Officer Physical Abilities Report. Standards and Training for Corrections Program.
151p. 2mf. L1 ED 302 696
Probation Officer Physical Abilities Report. Standards and Training for Corrections Program.
11p. 1mf. L1 ED 302 710

Environment
Glossary of Environmental Terms and Acronym List.
32p. 1mf. L1 ED 303 347

Environmental Attitudes
Rural-Urban Differences in Environmental Concern: A Closer Look.
53p. 1mf. L1 ED 303 280

Environmental Education
Asbestos in the Home.
14p. 1mf. L1 ED 303 346
Development and International Environmental Education.
24p. 1mf. L1 ED 302 932
Lafourche Parish Coastal Zone Curriculum Resource Unit. Bulletin 1834.
190p. 2mf. L1 ED 303 317
Radon Reduction Methods: A Homeowner's Guide.
28p. 1mf. L1 ED 303 340
Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833.
80p. 1mf. L1 ED 303 324

Environmental Influences
Action at the Grassroots: Fighting Poverty and Environmental Decline. Worldwatch Paper 88.
75p. 1mf. L2 ED 303 350
Asbestos in the Home.
14p. 1mf. L1 ED 303 346
Radon Reduction Methods: A Homeowner's Guide.
28p. 1mf. L1 ED 303 340
Relationship between Environmental Factors and State Appropriations to Public Universities. ASHE 1988 Annual Meeting Paper.
38p. 1mf. L1 ED 303 088

Environmental Scanning
Community Forum: The First Step in Strategic Planning.
16p. 1mf. L1 ED 303 203

Epistemology
Can Prior Knowledge Hurt Text Comprehension? An Answer Borrowed from Plato, Aristotle, and Descartes.
14p. 1mf. L1 ED 302 843
Language, Meaning, and Knowledge: Empowering Developmental Students To Participate in the Academy.
33p. 1mf. L1 ED 302 848

Equal Education
Behind School Reform, USA-England: Economics and Equity.
21p. 1mf. L1 ED 303 413
Cultural Diversity: Increasing Achievement through Equity.
10p. 1mf. L1 ED 303 527
Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2.
19p. 1mf. L2 ED 303 553
Out of the Kitchen: The Transformation of Teachers College, Columbia University, 1913-1933. ASHE 1988 Annual Meeting Paper.
35p. 1mf. L1 ED 303 072
Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper.
33p. 1mf. L1 ED 303 076

Equal Employment Opportunity Commission
Equal Employment Opportunity Law Enforcement. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives. One Hundredth Congres, Second Session (Los Angeles, CA).
93p. 1mf. L1 ED 303 547

Equal Opportunities (Jobs)
Career Patterns and Role Performance of Part-Time Academics: The Impact of Sex and Setting. ASHE 1988 Annual Meeting Paper.
29p. 1mf. L1 ED 303 086
Equal Employment Opportunity Law Enforcement. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives. One Hundredth Congres, Second Session (Los Angeles, CA).
93p. 1mf. L1 ED 303 547
Out of the Kitchen: The Transformation of Teachers College, Columbia University, 1913-1933. ASHE 1988 Annual Meeting Paper.
35p. 1mf. L1 ED 303 072
Status of Women in the Broadcasting Industry Today. Proceedings of a Sympoisum (Washington, D.C., December 5, 1984).
22p. 1mf. L2 ED 303 149

Equivalency Tests
Summary of Credit by Examination at the University of Texas at Austin 1986-1987.
22p. 1mf. L1 ED 303 058
Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987.
19p. 1mf. L1 ED 303 472

ERIC
Usage Rates among TWU-ERIC and Other ERIC Bibliographic Systems on the Texas Woman's University, Denton, Campus.
15p. 1mf. L1 ED 303 162

Error of Measurement
Benefits of Using Planned Comparisons Rather Than Post Hoc Tests: A Brief Review with Examples.
15p. 1mf. L1 ED 303 490
Finding a Correction for the Sampling Error in Multivariate Measures of Relationship: A Monte Carlo Study.
43p. 1mf. L1 ED 303 523
Use of A Priori Techniques with a MANOVA.
22p. 1mf. L1 ED 303 504

Essay Tests
Empirical Comparison of a Direct and an Indirect Method of Assessing Writing Proficiency.
62p. 1mf. L1 ED 303 519

Essays
Achievement, Assessment and Reporting. Selected Essays. SCRE Publication No. 97.
70p. 1mf. L2 ED 303 470

Estimation (Mathematics)
Consumer's Guide to LOGIST and BILOG.
76p. 1mf. L1 ED 303 473
Homeless Mentally Ill: Problems and Options in Estimating Numbers and Trends. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
123p. 2mf. L1 ED 302 738

Ethics
Ethics Across-the-Curriculum.
13p. 1mf. L1 ED 303 113
University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.
77p. 1mf. L1 ED 303 100

Ethnic Differences
Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report.
194p. 3mf. L1 ED 303 353

Ethnic Distribution
New Mexico Dropout Study, 1986-87 School Year.
23p. 1mf. L1 ED 303 289

Ethnic Groups
Immigration in New York.
268p. mf. L3 ED 303 557
Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report.
194p. 3mf. L1 ED 303 353

Ethnicity
Cultural Pride: Curriculum Unit. Latino Family Life Education Curriculum Series.
161p. 2mf. L2 ED 303 541
Cultural Pride: Student Workbook. Latino Family Life Education Curriculum Series.
92p. 1mf. L2 ED 303 542
La Familia: Curriculum Unit. Latino Family Life Education Curriculum Series.
152p. 2mf. L2 ED 303 543

(Continued)

Ethnicity *(Continued)*
- La Familia: Student Workbook. Latino Family Life Education Curriculum Series. 90p. 1mf. L2 ED 303 544

Etiology
- Review of the Literature of Research into Separation Anxiety: Its Causes and Its Meaning to the Caregiver in the Childcare Center. 27p. 1mf. L1 ED 303 267

Europe
- Study Assistance in Ten European Countries: Overview and Conceptual Framework. 86p. 1mf. L1 ED 303 053

European History
- Columbian Voyages, the Columbian Exchange, and Their Historians. Essays on Global and Comparative History. 34p. 1mf. L2 ED 303 417

Evaluation Criteria
- Assessing the Institutional Effectiveness of Community and Technical Colleges. 67p. 1mf. L1 ED 303 193
- Criteria for Pruning Academic Programs: Actual vs. Ideal. ASHE 1988 Annual Meeting Paper. 28p. 1mf. L1 ED 303 079
- Media Coordinator Performance Appraisal Instrument. Workshop Participant's Manual. 62p. 1mf. L1 ED 303 145
- On-Line Evaluation and Remediation of Programming Skills. 8p. 1mf. L1 ED 303 153
- Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1989 Edition. 129p. mf. L3 ED 303 141
- Professional Standards of Practice in Child Custody Examinations. 15p. 1mf. L1 ED 302 762
- Sensitive Technology Assessment of ACOT. 9p. 1mf. L1 ED 303 156
- Teacher Education and Learning To Teach: A Research Agenda. Issue Paper 88-7. 24p. 1mf. L1 ED 303 426

Evaluation Methods
- Assessing the Impact of Planned Social Change. Occasional Paper Series, #8. 74p. 1mf. L1 ED 303 512
- Bibliography on the Assessment Center Method and Education Administration. 130p. 2mf. L1 ED 302 954
- Conducting a Survey: The Dollars and Sense of It. 14p. 1mf. L2 ED 302 922
- Criteria and Measures of Institutional Effectiveness. 28p. 1mf. L1 ED 303 191
- Development and Uses of the Teaching Behaviors Questionnaire. 32p. 1mf. L1 ED 303 450
- Differences in Attitudes toward Post Evaluation Conferences for Proficient and Nonproficient Teachers in Mississippi. 9p. 1mf. L1 ED 302 942
- Evaluation Manual for Community-Based Training Programs. 392p. 5mf. L1 ED 303 190
- Improving Research through Peer Review. 43p. 1mf. L1 ED 303 344
- Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments. 80p. 1mf. L1 ED 303 024
- State of Faculty Evaluation in Community, Technical, and Junior Colleges within the North Central Region, 1988-1989. A Research Study. 58p. 1mf. L1 ED 303 204
- User Surveys. SPEC Kit 148. 120p. 2mf. L2 ED 303 183

Evaluation Problems
- Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches. 16p. 1mf. L1 ED 302 998
- State of Faculty Evaluation in Community, Technical, and Junior Colleges within the North Central Region, 1988-1989. A Research Study. 58p. 1mf. L1 ED 303 204

Evaluation Research
- Assessing the Impact of Planned Social Change. Occasional Paper Series, #8. 74p. 1mf. L1 ED 303 512

Evaluation Utilization
- Communication-Based Training Programs and Evaluation Methods of Five Pittsburgh Hospitals. 22p. 1mf. L1 ED 302 867
- Differences in Attitudes toward Post Evaluation Conferences for Proficient and Nonproficient Teachers in Mississippi. 9p. 1mf. L1 ED 302 942

Evening Students
- Comparative Study of the Quality of Academic Advisement as Perceived by Day and Evening Students. 61p. 1mf. L1 ED 303 197

Examples
- Effects of Self-Generated Examples on Retention of Selected Concepts. 21p. 1mf. L1 ED 303 501

Excellence in Education
- Effectiveness, Productivity, and Excellence in American Schools. 15p. 1mf. L1 ED 302 949
- Equity and Excellence in Education Reform: An Unfinished Agenda. 35p. 1mf. L1 ED 302 960
- Restructuring Education in the Middle Grades. 17p. 1mf. L1 ED 302 921
- Results of the Two-Year Pilot of the the Achievement Formula That Applies the Correlates of Effective Schools and Recommendations of the "Excellence" Reports To Predict, Monitor, and Enhance Student Achievement. 94p. 1mf. L1 ED 302 923
- Study of the Impact of the Educational Reform Movement on Mississippi Schools. 21p. 1mf. L1 ED 302 926

Exercise
- Corrections Officer Physical Conditioning Course. Standards and Training for Corrections Program. 64p. 1mf. L1 ED 302 699
- Juvenile Counselor Physical Conditioning Course. Standards and Training for Corrections Program. 61p. 1mf. L1 ED 302 706

Expectation
- Gender and Grade Expectation in University Students. 13p. 1mf. L1 ED 302 781

Expenditure per Student
- Patterns in Special Education Service Delivery and Cost. 249p. 3mf. L1 ED 303 027

Expenditures
- Annual Report 1984-1985. Yukon Department of Education. 31p. 1mf. L1 ED 303 282

Experiential Learning
- "An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge. 37p. 1mf. L1 ED 303 366
- Integrated Occupational Program: Information Manual for Administrators, Counsellors, and Teachers. Interim 1988. 92p. 1mf. L2 ED 302 994
- Interrelationships among Age, Sex, and Depth of Sport Experience on a Complex Motor Task by 4- to 9-Year Old Children. 27p. 1mf. L1 ED 303 423
- Play Chinese Games. 1987, Revised. 28p. 1mf. L1 ED 303 415
- Using the Newspaper in Secondary Science. 28p. 1mf. L1 ED 303 333

Expulsion
- Discipline of Handicapped Students: Suspension and Expulsion. 10p. 1mf. L1 ED 302 902

Extension Education
- Educational Considerations, Spring 1986. 41p. 1mf. L1 ED 303 302

Extracurricular Activities
- Comparison of Differences in Extracurricular Activity Participation, Achievement, and Attitudes toward School of Public School Ninth Grade Students Attending Junior High School and Those Attending Senior High Schools in Mississippi. 9p. 1mf. L1 ED 303 494

Facial Expressions
- Infants' Recognition of Facial Expressions from Partial Features of the Face. 6p. 1mf. L1 ED 303 258

Facial Features
- Infants' Recognition of Facial Expressions from Partial Features of the Face. 6p. 1mf. L1 ED 303 258

Facial Recognition
- Infants' Recognition of Facial Expressions from Partial Features of the Face. 6p. 1mf. L1 ED 303 258

Facility Planning
- Site and Facilities: A Resource Book for Camps. 96p. 1mf. L2 ED 303 313

Facility Utilization Research
- Facilities Planning for Small Colleges. 220p. 3mf. L1 ED 302 903

Factor Analysis
- Reflective Teaching and Teacher Effectiveness: Measurement Considerations. 15p. 1mf. L2 ED 303 506

Factor Structure
- Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88. 26p. 1mf. L1 ED 303 483
- Motivation of Middle School Students. 4p. 1mf. L1 ED 303 495
- Nature of Field Independence: Percentiles and Factor Structure of the Finding Embedded Figures Test--Research Edition. 32p. 1mf. L1 ED 303 520
- Reliability and Validity of a Scale To Measure Teachers' Attitudes toward Integration, in an Australian Context. 20p. 1mf. L1 ED 303 239

Faculty Advisers
- Dissertation Literature Review: How Faculty Advisors Prepare Their Doctoral Candidates. 166p. 2mf. L1 ED 303 131

Faculty College Relationship
- Comparison of Faculty Members' and Administrators' Definitions of, and Attitudes toward, Academic Freedom. ASHE 1988 Annual Meeting Paper. 25p. 1mf. L1 ED 303 087
- Entrepreneurs in Academe: Exploration of Behaviors among Life Scientists. ASHE 1988 Annual Meeting Paper. 45p. 1mf. L1 ED 303 102
- Faculty Vitality in "Different Worlds": The View from Three Academic Areas. ASHE 1988 Annual Meeting Paper. 41p. 1mf. L1 ED 303 098

Faculty Development
- Developing a Faculty Checklist for Self-Evaluation for Teaching-Learning Effectiveness. 11p. 1mf. L1 ED 303 128
- On-the-Job Training. A Tutor Guide for Training Job Instructors. 331p. 4mf. L1 ED 302 674

Faculty Evaluation
- Dismissals of Tenured Faculty for Incompetence: An Analysis of Litigation Patterns. ASHE 1988 Annual Meeting Paper. 27p. 1mf. L1 ED 303 067
- State of Faculty Evaluation in Community, Technical, and Junior Colleges within the North Central Region, 1988-1989. A Research Study. 58p. 1mf. L1 ED 303 204

Faculty Evaluation Check List
- Developing a Faculty Checklist for Self-Evaluation for Teaching-Learning Effectiveness. 11p. 1mf. L1 ED 303 128

Faculty Vitality
- Faculty Vitality in "Different Worlds": The View from Three Academic Areas. ASHE 1988 Annual Meeting Paper. 41p. 1mf. L1 ED 303 098

Faculty Workload
- Scholar: Integrating Teaching and Research in Higher Education. ASHE 1988 Annual Meeting Paper. 21p. 1mf. L1 ED 303 095

Falcon Beach School MB
- Falcon Beach School Closure Review. Research 87-01. 62p. 1mf. L1 ED 303 291

Family (Sociological Unit)
- Changing American Family and Public Policy. 263p. mf. L3 ED 303 554

Family Characteristics
- Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182. 34p. 1mf. L2 ED 303 563
- Picture Improves: A Look at the 1984 Television Season. An Analysis of Female TV Characters on Programs Premiering in 1984. 16p. 1mf. L2 ED 303 147
- Trouble on the Set. An Analysis of Female Characters on 1985 Television Programs. 18p. 1mf. L2 ED 303 150
- What's Wrong with This Picture? A Look at Working Women on Television. 25p. 1mf. L2 ED 303 146
- Women Out of View. An Analysis of Female Characters on 1987-88 TV Programs. 30p. 1mf. L2 ED 303 151

Family Counseling
- Adlerian Therapy with Aggressive Children. 15p. 1mf. L1 ED 302 790

Family Day Care
- Care and Resources for Employees and Their Dependents. 56p. 1mf. L1 ED 303 251
- Family Day Care Training Curriculum (Lao). 199p. 3mf. L1 ED 303 246
- Family Day Care Training Curriculum. 132p. 2mf. L1 ED 303 244
- Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese). 123p. 2mf. L1 ED 303 245
- Southeast Asian Family Day Care Resource Manual. 72p. 1mf. L1 ED 303 247

Family Environment
- "It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties. 77p. 1mf. L1 ED 303 283
- Changing American Family and Public Policy. 263p. mf. L3 ED 303 554
- Motivation of Middle School Students. 4p. 1mf. L1 ED 303 495

Family Influence
- Differences in Family Influences on College Attendance Plans for Male and Female Ninth Graders. ASHE 1988 Annual Meeting Paper. 26p. 1mf. L1 ED 303 075
- Parental Separation Effects and Family Influences on Children's Divergent Thinking Abilities. 17p. 1mf. L1 ED 303 478

Family Involvement
- Parent Involvement in Early Childhood Special Education. 21p. 1mf. L1 ED 302 968

Family Life Education
- La Familia: Curriculum Unit. Latino Family Life Education Curriculum Series. 152p. 2mf. L2 ED 303 543
- La Familia: Student Workbook. Latino Family Life Education Curriculum Series. 90p. 1mf. L2 ED 303 544

Family Policy
- Changing American Family and Public Policy. 263p. mf. L3 ED 303 554

Family Role
- Swallowing Disorders: What Families Should Know. 18p. 1mf. L2 ED 303 007

Family Structure
- Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182. 34p. 1mf. L2 ED 303 563

Farmers
- Counselling Farmers Facing Situationally Determined Career Change. 15p. 1mf. L1 ED 302 798

Fear
- Illness Cognition and Responses to AIDS. 28p. 1mf. L1 ED 302 749

Federal Aid
- Annotated Bibliography on Transition from School to Work. Volume 3. 284p. 3mf. L1 ED 303 026
- Guaranteed Student Loan Default Information. NASFAA Federal Monitor, No. 166. 202p. 3mf. L1 ED 303 056
- Loan Counseling: Requirements and Good Practice. NASFAA Monograph Series Number VI. 69p. 1mf. L1 ED 303 055
- Policy Guidelines on the Administration of LSCA Funds, 1988-89. Supplement 2 to "Library Service to the People of New York State, October 1, 1988 through September 30, 1993." 20p. 1mf. L1 ED 303 171
- Technology-Related Assistance for Individuals with Disabilities Act of 1988. Report. House of Representatives, 100th Congress, 2nd Session. 57p. 1mf. L1 ED 303 016

Federal Government
- Child Support Enforcement Program. Hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, Second Session (February 23, 25; and March 2, 1988). 642p. 7mf. L1 ED 303 268
- Improving Research through Peer Review. 43p. 1mf. L1 ED 303 344
- Jump Start. The Federal Role in Adult Literacy. Final Report of the Project on Adult Literacy. 47p. 1mf. L1 ED 302 675
- Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16. 21p. 1mf. L1 ED 303 406
- Recommendations for a Vocational Technical Education Act. 32p. 1mf. L2 ED 302 733
- Redefined Federal Role in Adult Literacy: Integrated Policies, Programs, and Procedures. Background Paper Prepared for Project on Adult Literacy. 84p. 1mf. L1 ED 302 682

Federal Legislation
- Affirmative Action and Women in Higher Education. 21p. 1mf. L1 ED 303 416
- Commercialization of Children's Television. Hearings on H.R. 3288, H.R. 3966, and H.R. 4125: Bills To Require the FCC To Reinstate Restrictions on Advertising during Children's Television, To Enforce the Obligation of Broadcasters To Meet the Educational Needs of the Child Audience, and for Other Purposes, before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress (September 15, 1987 and March 17, 1988). 354p. 4mf. L1 ED 303 136
- Defaults in the Federal Guaranteed Student Loan Programs. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. One Hundredth Congress. Second Session. 405p. 5mf. L1 ED 303 103
- Early Intervention Public Policy: Past, Present, and Future. 17p. 1mf. L1 ED 302 973
- Parental Leave: Estimated Cost of Revised Parental and Medical Leave Act Proposal. Report to the Chairman, Subcommittee on Children, Family, Drugs, and Alcoholism, Committee on Labor and Human Resources, U.S. Senate. 8p. 1mf. L1 ED 303 249
- Recommendations for a Vocational Technical Education Act. 32p. 1mf. L2 ED 302 733
- Report on Year 1 Activities under Part H--The Handicapped Infant and Toddlers Program. 29p. 1mf. L1 ED 302 988
- Summary of Existing Legislation Affecting Persons with Disabilities. 207p. 3mf. L1 ED 302 996
- Technology-Related Assistance for Individuals with Disabilities Act of 1988. Report. House of Representatives, 100th Congress, 2nd Session. 57p. 1mf. L1 ED 303 016

Federal Programs
- Coordinating Career Counseling and Occupational Information Systems in the United States. 15p. 1mf. L1 ED 302 803
- Institutional Projects Funded by OERI. Revised April 1988. 79p. 1mf. L1 ED 303 159
- Summary of Existing Legislation Affecting Persons with Disabilities. 207p. 3mf. L1 ED 302 996
- Thirteenth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. Including Findings and Recommendations on U.S. Employment in an International Economy, Patterns of Participation in Job Training Partnership Programs, Providing Intervention Assistance for Youth At-Risk. Report No. 25. 35p. 1mf. L1 ED 302 683

Federal Regulation
- Asbestos-in-Schools: A Guide to New Federal Requirements for Local Education Agencies. 47p. 1mf. L1 ED 303 345

Federal State Relationship
- State Role in Adult Literacy Policy. Background Paper Prepared for Project on Adult Literacy. 54p. 1mf. L1 ED 302 678

Feedback
- Why Research May Underestimate Effects of Feedback from Student Ratings. ASHE 1988 Annual Meeting Paper. 10p. 1mf. L1 ED 303 083

Fees
- Review of Out-of-State/Out-of-Country Fees. 22p. 1mf. L1 ED 303 225
- Trends in Tuition and Other Basic Student Charges 1963-64 through 1988-89, with Typical Student Costs 1980-81 through 1988-89. Report Number 19-88A. 168p. 2mf. L1 ED 303 132

Females
- Blame among Adult Women Sexually Abused as Children. 36p. 1mf. L2 ED 302 777
- Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182. 34p. 1mf. L2 ED 303 563
- Equity and Excellence in Education Reform: An Unfinished Agenda. 35p. 1mf. L1 ED 302 960
- Gender Balancing the Curriculum with Faculty/Student Teamwork: A Case Study. 10p. 1mf. L1 ED 303 392
- Growing Up in Prime Time. An Analysis of Adolescent Girls on Television. 32p. 1mf. L2 ED 303 152
- History of Women's Management Thought: A Snapshot. 30p. 1mf. L1 ED 303 393
- Information Technology and the Wasted Resource. IT and Under-Represented Learners. 49p. 1mf. L1 ED 302 644
- Job Search Strategies Utilized by Certified Aspiring and Incumbent Female and Male Public School Administrators. 34p. 1mf. L1 ED 302 879
- Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987. 325p. 4mf. L1 ED 303 385
- Nature of Knowledge and the Structure of the University. 38p. 1mf. L1 ED 303 383
- Profile of Selected Women Leaders: Toward a New Model of Leadership. 8p. 1mf. L1 ED 303 397
- Sense of History: A Reference Guide to Alaska's Women 1896-1985. Alaska Historical Commission Studies in History No. 179. 135p. 2mf. L1 ED 303 281
- Tinto's Model of College Withdrawal Applied to Women in Two Institutions. 37p. 1mf. L1 ED 303 214
- Towards a Fair and Just Society. 62p. 1mf. L1 ED 303 234
- Well-Being of Recently Divorced Puerto Rican Women. 19p. 1mf. L1 ED 303 552

Feminism
- Empowerment on Stage: Sarah Daniels' Agenda for Social Change. 11p. 1mf. L1 ED 302 868
- Hestian Feminism. 23p. 1mf. L1 ED 303 382

Fennema Sherman Mathematics Attitudes Scale
- Factorial Validity of the Fennema-Sherman Mathematics Attitudes Scales. 15p. 1mf. L1 ED 303 493

Ferlinghetti (Lawrence)
- Poet for Teachers and Students: Lawrence Ferlinghetti. 6p. 1mf. L1 ED 302 850

Field Dependence Independence
- Field Dependency in Relation to Sex-Role Self-Concept: A New Look. 30p. 1mf. L1 ED 302 767
- Nature of Field Independence: Percentiles and Factor Structure of the Finding Embedded Figures Test--Research Edition. 32p. 1mf. L1 ED 303 520

Field Experience Programs
- Assessment of Performance of Field Experiences at Clemson University. 18p. 1mf. L1 ED 303 444

Field Instruction
- Nature's Classroom: A Program Guide for Camps and Schools. 126p. 2mf. L2 ED 303 309

Finance Reform
- Reconceptualization of the Budget Envelope. 12p. 1mf. L1 ED 302 939

Financial Needs
- Time for Assertive Action: School Strategies for Promoting the Education Success of At-Risk Children. Report of the Commissioner's Task Force on the Education of Children and Youth At-Risk. 35p. 1mf. L1 ED 303 534

Financial Policy
- Reconceptualization of the Budget Envelope. 12p. 1mf. L1 ED 302 939

Financial Problems
- Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8. 38p. 1mf. L1 ED 302 889
- What We Know about Administering Enrollment Decline and Fiscal Retrenchment in Schooling. 18p. 1mf. L1 ED 303 303

Financial Services
- Women Students with Dependent Children on Welfare: Educational Impact of Welfare Policy and Practice. ASHE 1988 Annual Meeting Paper. 18p. 1mf. L1 ED 303 097

Financial Support
- Criteria for Pruning Academic Programs: Actual vs. Ideal. ASHE 1988 Annual Meeting Paper. 28p. 1mf. L1 ED 303 079
- Dissemination and Training: Moving toward State Impact. 8p. 1mf. L1 ED 302 908
- Economic and Community Development Resource Guide for Native Americans. 87p. 1mf. L1 ED 303 298
- Entrepreneurship Education Instructor's Manual. Competency-Based Education. 318p. 4mf. L1 ED 302 654
- Interagency Vendorization: Expanding Supported Employment Services. Fourth Revision. 94p. 1mf. L1 ED 302 992
- Non-Custodial Parent's Report of Child Support Payments. 21p. 1mf. L1 ED 302 786
- Study Assistance in Ten European Countries: Overview and Conceptual Framework. 86p. 1mf. L1 ED 303 053

Finding Embedded Figures Test (Research Edi
- Measurement Characteristics of a "No-Guessing" Administration of the Finding Embedded Figures Test--Research Edition. 25p. 1mf. L1 ED 303 487

Finding Embedded Figures Test Research Edit
- Nature of Field Independence: Percentiles and Factor Structure of the Finding Embedded Figures Test--Research Edition. 32p. 1mf. L1 ED 303 520

First Amendment
- Free Press & Fair Trial. Revised Edition. 101p. 2mf. L2 ED 303 377

FLES
- I Can Speak French. 228p. 3mf. L2 ED 303 047
- I Can Speak Italian. 182p. 2mf. L2 ED 303 049
- I Can Speak Spanish. 195p. 3mf. L2 ED 303 048

Folk Culture
- Cross-Cultural Perspectives in Counseling: Mental Health Conceptions in Malaysia. 28p. 1mf. L1 ED 302 766
- Cultural Pride: Curriculum Unit. Latino Family Life Education Curriculum Series. 161p. 2mf. L2 ED 303 541
- Cultural Pride: Student Workbook. Latino Family Life Education Curriculum Series. 92p. 1mf. L2 ED 303 542

Folk Medicine
- Cross-Cultural Perspectives in Counseling: Mental Health Conceptions in Malaysia. 28p. 1mf. L1 ED 302 766

Followup Studies
- Teachers Education Follow-Up Surveys: Are the Respondents Representatives of the Group? 11p. 1mf. L1 ED 303 491

Food Stores
- Job-Saving Strategies: Worker Buyouts and QWL. 355p. 4mf. L2 ED 302 729

Foreign Aid
- World Food and Agriculture. Economic Problems and Issues. 148p. 2mf. L2 ED 302 642

Foreign Countries
- Achievement, Assessment and Reporting. Selected Essays. SCRE Publication No. 97. 70p. 1mf. L2 ED 303 470
- Cosmopolitan Media Use, Knowledge, and Attitudinal Differentiation of Countries. 28p. 1mf. L1 ED 302 870
- Study Assistance in Ten European Countries: Overview and Conceptual Framework. 86p. 1mf. L1 ED 303 053

Foreign Students
- Australian Education and the Pacific Rim: An Emerging Relationship. 33p. 1mf. L1 ED 302 911
- Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduates. 22p. 1mf. L1 ED 302 831
- Open Doors: 1987/88. Report on International Educational Exchange. 189p. 2mf. L1 ED 303 117

Foster Care
- Where's My Home? A Study of Missouri's Children in Out-of-Home Placement. 82p. 1mf. L1 ED 303 252

Foster Children
- Where's My Home? A Study of Missouri's Children in Out-of-Home Placement. 82p. 1mf. L1 ED 303 252

Foundations of Education
- Foundational Studies as a New Liberal Art: Educology. 19p. 1mf. L1 ED 303 446
- Ways of Thinking and the Development of Foundational Knowledge. 17p. 1mf. L1 ED 303 445

Fractions
- "Pies Are Hard To Find Out about..." An Inquiry into Children's Understanding of the Nature of Fractions. Technical Report. 109p. 2mf. L1 ED 303 361
- Fractions. Mathematics Series: Principles, Concepts and Applications. 198p. 3mf. L1 ED 303 348

Freedom of Information
- Free Press & Fair Trial. Revised Edition. 101p. 2mf. L2 ED 303 377
- Why Americans Can't Handle Censorship (Even for Children). 30p. 1mf. L1 ED 302 945

Freedom of Speech
- Why Americans Can't Handle Censorship (Even for Children). 30p. 1mf. L1 ED 302 945

French
- I Can Speak French. 228p. 3mf. L2 ED 303 047
- Le Developpement du francais oral soutenu par l'analyse du langage, 3e-6e annee (The Development of Sustained Oral French through Language Analysis, Grades 3-6). Serie: Le Francais a l'ecole primaire. Documentation pedagogique numero 9. 131p. 2mf. L2 ED 303 042
- Les Enjeux juridiques et socio-politiques des conflits linguistiques: le cas de l'Ontario (The Legal and Sociopolitical Stakes of Language Conflicts: The Case of Ontario). Publication G-10. 164p. 2mf. L1 ED 303 041
- Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11. 61p. 1mf. L2 ED 303 043

Frontier History
- Sense of History: A Reference Guide to Alaska's Women 1896-1985. Alaska Historical Commission Studies in History No. 179. 135p. 2mf. L1 ED 303 281

Fulbright Exchange Program
- Analysis of Research and Lecturing Proposals That Meet Fulbright Quality Standards. 16p. 1mf. L1 ED 303 112

Full Day Programs
- Current Trends in Public School Kindergarten: Full Days and Four-Year-Olds. Research Report. 17p. 1mf. L1 ED 303 242

Full Time Students
- American Freshman: National Norms for Fall 1988. 245p. 3mf. L2 ED 303 133

Fund Raising
- Development Achievements at Pittsburg State University for Fiscal Year 1988. 253p. 3mf. L1 ED 303 129
- Promotional Techniques for the Small Budget. (There Is More to Athletic Promotions Than Meets the Eye.) 11p. 1mf. L1 ED 303 447
- Special Events: Planning for Success. 82p. 1mf. L2 ED 303 121

Fused Curriculum
- Technological Literacy: A Goal and Role for Secondary Industrial Education. 21p. 1mf. L1 ED 302 713

Futures (of Society)
- Competitive Edge. 20p. 1mf. L1 ED 302 658
- Curriculum Content Today and Tomorow: Will Students Be Motivated To Learn? 25p. 1mf. L1 ED 303 443
- Futurism in Vocational Education. 11p. 1mf. L1 ED 302 647
- Retooling the American Workforce: The Role of Technology in Improving Adult Literacy during the 1990s. Background Paper Prepared for Project on Adult Literacy. 79p. 1mf. L1 ED 302 681
- Technology: A National Imperative. 30p. 1mf. L2 ED 302 665
- Workforce 2000: Education-Training-Skills. 15p. 1mf. L1 ED 302 730

Galax City School District VA
Evaluation of a Staff Development Program. 37p. 1mf. L1 ED 302 918

Games
Omnibus of Fun. Volume 1. A Treasury of Fun for Recreation Leaders. 168p. 2mf. L2 ED 303 315
Play Chinese Games. 1987, Revised. 28p. 1mf. L1 ED 303 415
Working with the School Age Child: Activities to Enrich Your School Age Child Care Program. 15p. 1mf. L1 ED 303 266

Gap Reduction Model
Using the Gap Reduction Model To Evaluate a Successful Bilingual/ESL Program. 22p. 1mf. L1 ED 303 505

General Education
Development of an Articulation Model between Shelby State Community College and Two Comprehensive State Universities. 107p. 2mf. L1 ED 303 198
Making Teaching a Major Profession. Recommendations of the Joint Task Force on Teacher Preparation. 25p. 1mf. L1 ED 303 419
QUEST: A Model Transfer Program and Evaluation of QUEST Program. 104p. 2mf. L1 ED 303 209

Genetic Engineering
Biology, Medicine, and the Bill of Rights. Special Report. 130p. 2mf. L1 ED 303 323

Genetics
Problem Solving Behaviors of Successful and Unsuccessful Subjects Leading to a Genetics Problem Solving Model. 39p. 1mf. L1 ED 303 376

Geography
Baseline Geography Competency Test Administered in Indiana Universities. 11p. 1mf. L1 ED 303 378

Geography Instruction
Discovering China: A Three Week Teaching/Learning Unit for Upper Elementary Grades. 19p. 1mf. L1 ED 303 398
Study of the Use of Geography Textbooks by Selected Teachers in English Secondary Schools. 657p. 7mf. L1 ED 303 411

Geology
Selective Guide to Literature on Engineering Geology. Engineering Literature Guides, Number 7. 26p. mf. L3 ED 303 329

Geometric Concepts
Posing Problems: One Aspect of Bringing Inquiry into Classrooms. Draft. 42p. 1mf. L1 ED 303 368
Teaching That Connects Students' Inquiry with Curricular Agendas in Schools. Technical Report. 32p. 1mf. L1 ED 303 370

Geometry
Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report. 54p. 1mf. L1 ED 303 372
From Recitation to Construction: Teachers Change with New Technologies. Technical Report. 27p. 1mf. L1 ED 303 371

Georgia
Dissemination and Training: Moving toward State Impact. 8p. 1mf. L1 ED 302 908
Georgia Principals Identify Their Most Troublesome Administrative Problems: A 1988 Survey. 30p. 1mf. L1 ED 303 461
Georgia Superintendents Identify Their Most Troublesome Administrative Problems: A 1988 Survey. 27p. 1mf. L1 ED 303 460
Governor's Task Force on Adult Literacy. 28p. 1mf. L1 ED 302 625
Staff Development Coordinators Assess the Administrative Needs of Georgia's 186 Local School Systems: A 1988 Survey. 27p. 1mf. L1 ED 303 459
State Level Perspective of the Model: The State Department of Education as a Change Agent. 10p. 1mf. L1 ED 302 886

Geriatrics
Geriatrics. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XII--Miniunits 1-14. 122p. 2mf. L1 ED 302 721

Global Approach
Action at the Grassroots: Fighting Poverty and Environmental Decline. Worldwatch Paper 88. 75p. 1mf. L2 ED 303 350
Columbian Voyages, the Columbian Exchange, and Their Historians. Essays on Global and Comparative History. 34p. 1mf. L2 ED 303 417
Greening the Global Village: The Administrative Imperative To Educate Students for Global Awareness. 73p. 1mf. L1 ED 303 390
U.S. Policies in Third World: An Economic Perspective. 12p. 1mf. L2 ED 302 861

Global Survival
U.S. Policies in Third World: An Economic Perspective. 12p. 1mf. L2 ED 302 861

Glossaries
Glossary of Environmental Terms and Acronym List. 32p. 1mf. L1 ED 303 347

Goal Attainment Scaling
Goal Attainment Scaling: A Vehicle for Group Support in Career and Life Issues Exploration. 19p. 1mf. L1 ED 302 795

Goal Orientation
Goal Attainment Scaling: A Vehicle for Group Support in Career and Life Issues Exploration. 19p. 1mf. L1 ED 302 795

Good Schools Project (Kappa Delta Pi)
Strategies and Effectiveness of Rural Schools/University Collaborations. 68p. 1mf. L1 ED 303 299

Goodness of Fit
Confirmatory Factor Analysis of Data from the Myers-Briggs Type Indicator. 20p. 1mf. L1 ED 303 489

Gore (Tipper)
Why Americans Can't Handle Censorship (Even for Children). 30p. 1mf. L1 ED 302 945

Government (Administrative Body)
Quest for Community in a National Republic: A Bicentennial Reappraisal. Final Report and Keynote Address, Virginia Assembly (Richmond, Virginia, April 8-10, 1988). 41p. 1mf. L2 ED 303 409

Government Role
Asbestos-in-Schools: A Guide to New Federal Requirements for Local Education Agencies. 47p. 1mf. L1 ED 303 345
Changing American Family and Public Policy. 263p. mf. L3 ED 303 554
GAO's Study of Overseas Department of Defense Dependents' Schools. Testimony: Statement of William J. Gainer, Associate Director, Human Resources Division before the Subcommittee on Military Personnel and Compensation Committee on Armed Services, House of Representatives. 12p. 1mf. L1 ED 302 904
Jump Start. The Federal Role in Adult Literacy. Final Report of the Project on Adult Literacy. 47p. 1mf. L1 ED 302 675
Redefined Federal Role in Adult Literacy: Integrated Policies, Programs, and Procedures. Background Paper Prepared for Project on Adult Literacy. 84p. 1mf. L1 ED 302 682
Study Assistance in Ten European Countries: Overview and Conceptual Framework. 86p. 1mf. L1 ED 303 053

Government School Relationship
Jump Start. The Federal Role in Adult Literacy. Final Report of the Project on Adult Literacy. 47p. 1mf. L1 ED 302 675
Legislation Affecting Higher Education Enacted during the 1987-88 Session. A Staff Report to the California Postsecondary Education Commission. Staff Report Series. Report 88-34. 37p. 1mf. L1 ED 303 107
Recommendations for a Vocational Technical Education Act. 32p. 1mf. L2 ED 302 733

Grade Point Average
Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88. 16p. 1mf. L1 ED 303 484
Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11. 18p. 1mf. L2 ED 303 555

Grade Repetition
Follow-Up Study of the 1982-83 Promotional Gates Students. OEA Evaluation Report. 50p. 1mf. L1 ED 303 556
Longitudinal Study of Retention in the C.O.O.R. ISD Area. 42p. 1mf. L1 ED 303 558
Retention/Promotion/Transition in the Early Grades: A Research Brief. 9p. 1mf. L1 ED 303 278

Grade 1
Cognitive Skills Assessment Battery Administered to First Grade and Kindergarten Pupils, Fall 1987. Annual Report No. 87-28. 80p. 1mf. L1 ED 303 468

Grade 2
Another Look at Second Graders Occupational Choices: Five Years Later. 10p. 1mf. L1 ED 303 511

Grade 6
Internal Construct Validation Study of the "Iowa Tests of Basic Skills" (Level 12, Form G) Reading Comprehension Test Items. 24p. 1mf. L1 ED 303 481

Grade 7
Origins of Interest in Science and Mathematics. 16p. 1mf. L1 ED 303 337

Grade 9
Comparison of Differences in Extracurricular Activity Participation, Achievement, and Attitudes toward School of Public School Ninth Grade Students Attending Junior High School and Those Attending Senior High Schools in Mississippi. 9p. 1mf. L1 ED 303 494

Grades (Scholastic)
Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District. Institutional Research Report Number 74. 53p. 1mf. L1 ED 303 219
Study of the Relationship between Student Placement Test Scores and Final Grades in Physics 121 at Pima College. 30p. 1mf. L1 ED 303 223

Graduate School Faculty
Under Scrutiny: The Educational Administration Professoriate. 216p. 3mf. L1 ED 302 953

Graduate Students
On Chairing the Educational Administration Program. 16p. 1mf. L1 ED 302 885
University Counseling Center Trainees' Perceptions of Their Training Experience. Research Report No. 8-88. 20p. 1mf. L1 ED 303 480

Graduate Study
Factors Influencing the Decision To Return to Graduate School in One Professional Group, Physical Therapy. ASHE 1988 Annual Meeting Paper. 29p. 1mf. L1 ED 303 094
Making Teaching a Major Profession. Recommendations of the Joint Task Force on Teacher Preparation. 25p. 1mf. L1 ED 303 419
University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper. 77p. 1mf. L1 ED 303 100

Graduate Surveys
Longitudinal Study of Graduates of Special Education. Keynote Presentation. 15p. 1mf. L1 ED 303 004
Study of the Design and Testing of Values To Be Derived in the Training of Librarians through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship. 44p. 1mf. L1 ED 303 160
Teachers Education Follow-Up Surveys: Are the Respondents Representatives of the Group? 11p. 1mf. L1 ED 303 491

Graduation Requirements
Granting Academic Credit for Vocational Education. 27p. 1mf. L1 ED 302 661

Grammar
Logo and Lexical Categories. 12p. 1mf. L1 ED 303 144

Grants
Cooperative Efforts in Urban Literacy: Learnings from the Urban Literacy Network's Grant Projects. 27p. 1mf. L1 ED 302 629
NASFAA Annotated Bibliography of Literature on Student Financial Aid: 1977-1985. 112p. 2mf. L1 ED 303 054

Grantsmanship
Take Action against Drug Abuse: How To Start a Volunteer Anti-Drug Program in Your Community. ACTION/DA Publication No. 987. 53p. 1mf. L1 ED 302 765

Graphic Arts
Industrial Arts Instructional Tasks/Competencies for Graphic Communications. Competency-Based Education. 219p. 3mf. L1 ED 302 669

Graphs
Metaphors for Understanding Graphs: What You See Is What You See. 30p. 1mf. L1 ED 303 369

Great Britain
Information Technology and the Wasted Resource. IT and Under-Represented Learners. 49p. 1mf. L1 ED 302 644

Group Activities
Cooperative Learning in the Middle School. 15p. 1mf. L1 ED 302 866
Omnibus of Fun. Volume 1. A Treasury of Fun for Recreation Leaders. 168p. 2mf. L2 ED 303 315

Group Counseling
Order Out of Chaos: A Structural Analysis of Group Therapy. 43p. 1mf. L1 ED 302 778

Group Dynamics
Order Out of Chaos: A Structural Analysis of Group Therapy. 43p. 1mf. L1 ED 302 778
Staff Development Coordinators Assess the Administrative Needs of Georgia's 186 Local School Systems: A 1988 Survey. 27p. 1mf. L1 ED 303 459

Group Structure
Order Out of Chaos: A Structural Analysis of Group Therapy. 43p. 1mf. L1 ED 302 778

Group Unity
Action at the Grassroots: Fighting Poverty and Environmental Decline. Worldwatch Paper 88. 75p. 1mf. L2 ED 303 350

Guaranteed Student Loan Program
Defaults in the Federal Guaranteed Student Loan Programs. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. One Hundredth Congress. Second Session. 405p. 5mf. L1 ED 303 103
Guaranteed Student Loan Default Information. NASFAA Federal Monitor, No. 166. 202p. 3mf. L1 ED 303 056

Guidance Centers
University Counseling Center Trainees' Perceptions of Their Training Experience. Research Report No. 8-88. 20p. 1mf. L1 ED 303 480

Half Day Programs
Current Trends in Public School Kindergarten: Full Days and Four-Year-Olds. Research Report. 17p. 1mf. L1 ED 303 242

Handicap Identification
Early Intervention for Infants with Deaf-Blindness. 53p. 1mf. L1 ED 302 986
Guide to Working with Minority Language Students in Special Education. 39p. 1mf. L1 ED 302 990

Handicapped Childrens Early Education Progr
Model Programs for Infants and Toddlers with Handicaps. 43p. 1mf. L1 ED 302 967

Handwriting
Writing Techniques and Adaptations for Home and Classroom. 18p. 1mf. L2 ED 303 011

Hawaii
Student Retention: Catalyst for Institutional Change. 78p. 1mf. L1 ED 303 196
Vocational/Technical Education in Hawaii in Search of Excellence. 14p. 1mf. L1 ED 302 639

Hawaiians
Culturally Relevant Early Education Programs. Hearing on Oversight Hearing on Culturally Relevant Early Education Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, Second Session (November 24, 1987). 232p. 3mf. L1 ED 303 288
Student Retention: Catalyst for Institutional Change. 78p. 1mf. L1 ED 303 196

Hazardous Materials
Asbestos in the Home. 14p. 1mf. L1 ED 303 346
Asbestos-in-Schools: A Guide to New Federal Requirements for Local Education Agencies. 47p. 1mf. L1 ED 303 345
Radon Reduction Methods: A Homeowner's Guide. 28p. 1mf. L1 ED 303 340

Head Injuries
Head-Injured College Student. 81p. mf. L3 ED 303 002

Health Education
AIDS Education: Reaching Populations at Higher Risk. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate. 88p. 1mf. L1 ED 302 742
AIDS: It's Not What You Know, It's What You Do. 13p. 1mf. L1 ED 302 761
Development Communication Report. No. 56-59. 62p. 1mf. L1 ED 303 134
Healthy Young Children: A Manual for Programs. 346p. 4mf. L2 ED 303 264
Tobacco Use Behavior in Grades 5-12. 22p. 1mf. L2 ED 302 948

Health Needs
Family-Centered Health Care for Medically Fragile Children: Principles and Practices. 37p. 1mf. L1 ED 303 000

Health Programs
Family-Centered Health Care for Medically Fragile Children: Principles and Practices. 37p. 1mf. L1 ED 303 000
Summary of Existing Legislation Affecting Persons with Disabilities. 207p. 3mf. L1 ED 302 996

Health Promotion
Stress Resistant Employee: An Update. 19p. 1mf. L1 ED 302 769

Health Services
Blood Cholesterol Measurement in Clinical Laboratories in the United States. Current Status. A Report from the Laboratory Standardization Panel of the National Cholesterol Education Program. 32p. 1mf. L1 ED 303 442
HIV-Related Illnesses: Topics for Health Services Research. 14p. 1mf. L1 ED 302 739
International Partnership in Health Care and Education. 13p. 1mf. L1 ED 303 123
Mental Health, United States, 1987. 295p. 4mf. L1 ED 302 741
Quality Assurance: Administrator's Panacea or Pandemonium. 18p. 1mf. L1 ED 302 756

Hearing (Physiology)
Development of Entry-Level Vision and Hearing Guidelines for Corrections Officers, Juvenile Counselors, and Probation Officers. Standards and Training for Corrections Program. 159p. 2mf. L1 ED 302 692

Hearing Impairments
Camping Out: An Outdoor Education Program. 81p. 1mf. L2 ED 303 013
Connections: Vocational Rehabilitation Training Package for Transition to College Trainers Manual . 102p. 2mf. L1 ED 302 995
Frequency-Specific, Binaural Stimulation of Students with Reading and Spelling Difficulties. 14p. 1mf. L1 ED 302 809
Improving Cognitive Skills of Hearing-Impaired College Students. Final Report. 70p. 1mf. L1 ED 302 993

Hearing Therapy
Frequency-Specific, Binaural Stimulation of Students with Reading and Spelling Difficulties. 14p. 1mf. L1 ED 302 809

Heat
Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions. 55p. 1mf. L1 ED 303 367

Helping Relationship
Partners in Growth: Elder Mentors and At-Risk Youth. 95p. 1mf. L2 ED 303 561

Heroes
Dead Heros: Surviving the Male Myth. 6p. 1mf. L1 ED 302 797

Hestian Feminism
Hestian Feminism. 23p. 1mf. L1 ED 303 382
Nature of Knowledge and the Structure of the University. 38p. 1mf. L1 ED 303 383

Heterogeneous Grouping
Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2. 19p. 1mf. L2 ED 303 553

Hidden Curriculum
Moral Dimensions of Curriculum Choices. 14p. 1mf. L1 ED 302 896

Hierarchical Linear Modeling
Measuring School Effectiveness Using Hierarchical Linear Models. 22p. 1mf. L1 ED 303 477

High Achievement
High-Achieving Black Students: What Characterizes the Schools They Attend and Their Academic Behaviors? 42p. 1mf. L1 ED 302 892

High Risk Persons
AIDS Education: Reaching Populations at Higher Risk. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate. 88p. 1mf. L1 ED 302 742
Preschool Puzzle: A Study of Early Intervention Programs and Services. 94p. 1mf. L1 ED 302 991
Suicide. Useful Information. 35p. 1mf. L1 ED 302 763
Thirteenth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. Including Findings and Recommendations on U.S. Employment in an International Economy, Patterns of Participation in Job Training Partnership Programs, Providing Intervention Assistance for Youth At-Risk. Report No. 25. 35p. 1mf. L1 ED 302 683

High Risk Students
Dropout Prevention Strategies. 8p. 1mf. L2 ED 302 897
Joining Forces: Linking the Education and Social Welfare Systems To Help At-Risk Children and Youth. 7p. 1mf. L1 ED 302 917
Partners in Growth: Elder Mentors and At-Risk Youth. 95p. 1mf. L2 ED 303 561
Research to Impact Practitioners: Teaching Concepts to At-Risk Children. 16p. 1mf. L1 ED 303 261
Students at Risk: How Computers and Software Can Help. 5p. 1mf. L1 ED 303 135
Successful Schooling for the At-Risk Student: Conference Report and Recommendations. 21p. 1mf. L1 ED 303 560
SWAS: School within a School. A Middle Level Dropout Intervention Program. 10p. 1mf. L1 ED 302 919
Time for Assertive Action: School Strategies for Promoting the Education Success of At-Risk Children. Report of the Commissioner's Task Force on the Education of Children and Youth At-Risk. 35p. 1mf. L1 ED 303 534
Transition from School to Employment for the "At Risk" Student: Two Models. 21p. 1mf. L1 ED 302 802
Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center. 124p. 2mf. L1 ED 303 529
YES Canada--A Solution for Students at Risk. 28p. 1mf. L1 ED 302 794

High School and Beyond (NCES)
Determinants of Postsecondary Educational Attainment for 1980 High School Seniors. 8p. 1mf. L1 ED 303 475

High School Equivalency Programs
Exemplary Adult Education Programs. Highlights of Secretary's Award Program Finalists 1988. 51p. 1mf. L1 ED 302 684
Reading Habits of Students in Adult Basic Education and High School Equivalency Programs. 34p. 1mf. L1 ED 302 646

High School Graduates
Determinants of Postsecondary Educational Attainment for 1980 High School Seniors. 8p. 1mf. L1 ED 303 475
High School Graduate Follow-Up Report, June 1987 Graduates. 65p. 1mf. L1 ED 303 532

High School Seniors
Study of Interests in Academic, Technical and Extracurricular College Programs by High School Juniors and Seniors. 64p. 1mf. L1 ED 303 211
Survey of Butler County High School Seniors, 1988. 32p. 1mf. L1 ED 303 230

High School Students
"Personal Growth: A Continuation High School Drug Defense." 12p. 1mf. L1 ED 302 760
Adolescent Responsibility, Parent-Child Relations, and School Performance. 34p. 1mf. L1 ED 303 253
Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools. 138p. 2mf. L1 ED 303 535
Comparison of Differences in Extracurricular Activity Participation, Achievement, and Attitudes toward School of Public School Ninth Grade Students Attending Junior High School and Those Attending Senior High Schools in Mississippi. 9p. 1mf. L1 ED 303 494
CUNY/BOE Student Mentor Program: A Collaborative Program. Mentor Handbook. 41p. 1mf. L1 ED 302 759
Designing and Implementing a Collaborative Model for Minority Recruitment. ASHE 1988 Annual Meeting Paper. 32p. 1mf. L1 ED 303 078
Study of Interests in Academic, Technical and Extracurricular College Programs by High School Juniors and Seniors. 64p. 1mf. L1 ED 303 211
Successful Schooling for the At-Risk Student: Conference Report and Recommendations. 21p. 1mf. L1 ED 303 560
Testing Theories of Learning: Effects on High School Achievement. 19p. 1mf. L1 ED 302 746
University High School: An Early Intervention Collaboration "From Scratch". 32p. 1mf. L1 ED 303 465

High Schools
After Three Years: A Status Report on the International High School at LaGuardia Community College. 25p. 1mf. L1 ED 303 216
High School Order and Academic Achievement. 43p. 1mf. L1 ED 303 434
Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth. 73p. 1mf. L1 ED 303 019
Project ABC: Advancement Based on Competency. 1982-1987 Summary Report. 33p. 1mf. L1 ED 303 471

Higher Education
Affirmative Action and Women in Higher Education. 21p. 1mf. L1 ED 303 416
Alternative Model for the Assessment of Organizational Effectiveness for Higher Education Institutions in Developing Countries. ASHE 1988 Annual Meeting Paper. 63p. 1mf. L1 ED 303 071
Benefits of Corporate-University Partnerships. ASHE 1988 Annual Meeting Paper. 15p. 1mf. L1 ED 303 064
Changing Patterns of Finance in Higher Education. Country Study: Denmark. OECD Educational Monographs. 37p. 1mf. L2 ED 303 105
Changing Patterns of Finance in Higher Education. Country Study: Japan. OECD Educational Monographs. 85p. 1mf. L2 ED 303 104
Classifying the Consumers of Higher and Continuing Education. 16p. 1mf. L1 ED 303 125
Differences in Family Influences on College Attendance Plans for Male and Female Ninth Graders. ASHE 1988 Annual Meeting Paper. 26p. 1mf. L1 ED 303 075

Higher Order Skills
Organizational Context of Higher Order Thinking. 39p. 1mf. L1 ED 303 436

Hispanic America
La Familia: Student Workbook. Latino Family Life Education Curriculum Series. 90p. 1mf. L2 ED 303 544

Hispanic American
La Familia: Curriculum Unit. Latino Family Life Education Curriculum Series. 152p. 2mf. L2 ED 303 543

Hispanic American Culture
Cultural Pride: Curriculum Unit. Latino Family Life Education Curriculum Series. 161p. 2mf. L2 ED 303 541
Cultural Pride: Student Workbook. Latino Family Life Education Curriculum Series. 92p. 1mf. L2 ED 303 542

Hispanic Americans
Poverty and Hunger in Hispanic America: The Inadequacy of Data for Policy Planning. Hearing before the Select Committee on Hunger. United States House of Representatives, One Hundredth Congress, Second Session (March 30, 1988). 179p. 2mf. L1 ED 303 294
Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology within the U.S. Hispanic Community. Revised Version. 25p. 1mf. L2 ED 303 157

Historical Background
Affirmative Action and Women in Higher Education. 21p. 1mf. L1 ED 303 416

Historiography
Columbian Voyages, the Columbian Exchange, and Their Historians. Essays on Global and Comparative History. 34p. 1mf. L2 ED 303 417

History
History of Women's Management Thought: A Snapshot. 30p. 1mf. L1 ED 303 393

History Instruction
Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District. Institutional Research Report Number 74. 53p. 1mf. L1 ED 303 219
Two Traditions in Economics: Implications for Teaching U.S. and World History. 31p. 1mf. L1 ED 303 401

Holding of Infants
Baby Moves: Relation to Learning. 20p. 1mf. L1 ED 303 273

Holistic Approach
Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students. 131p. 2mf. L1 ED 302 833
Integrating Information in Conceptual Models. Use of an Information Structure in Building Conceptual Models for Behavioural Studies. Research Bulletin 70. 70p. 1mf. L1 ED 303 454
Making Connections: The Need for an Interdisciplinary Curriculum. 14p. 1mf. L1 ED 303 127

Holland Vocational Preference Inventory
Life History Influences on Holland Vocational Type Development. ASHE 1988 Annual Meeting Paper. 40p. 1mf. L1 ED 303 080

Home Economics
North Carolina Vocational Education Performance Report. Program Year 1987-88. 104p. 2mf. L1 ED 302 728

Home Economics Education
Vicious Cycle of Gender and Status at the University of California at Berkeley, 1918-1954. ASHE 1988 Annual Meeting Paper. 45p. 1mf. L1 ED 303 070

Home Economics Skills
Vocational Education Home Economics Education Teacher Handbook Grades 7-12. North Carolina Competency-Based Curriculum. 491p. 6mf. L1 ED 302 737

Home Programs
Effective Treatment in Home-Based Services. 9p. 1mf. L1 ED 302 796

Home Study
Defining the Teacher's Task: Plato on Education. 26p. 1mf. L1 ED 303 396

Homeless People
"It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties. 77p. 1mf. L1 ED 303 283
Homeless Mentally Ill: Problems and Options in Estimating Numbers and Trends. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate. 123p. 2mf. L1 ED 302 738
Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987. 153p. 2mf. L1 ED 303 566
Who Are the Homeless? What Is Homelessness? The Politics of Defining an Emerging Policy Issue. U.B.C. Planning Papers: Discussion Papers #10. 26p. 1mf. L1 ED 303 565

Homework
Testing Theories of Learning: Effects on High School Achievement. 19p. 1mf. L1 ED 302 746

Honda of America
Education and the Global Marketplace. 11p. 1mf. L2 ED 302 685

Honesty
Effect of Unstructured Evaluation on Academic Integrity. 13p. 1mf. L1 ED 303 508

Honig v Doe
Discipline of Handicapped Students: Suspension and Expulsion. 10p. 1mf. L1 ED 302 902

Hoover (Herbert)
From Iowa to the White House. 31p. 1mf. L1 ED 303 407

Horses
Mathematics and Your Horse. 40p. mf. L3 ED 303 354

Hospitality Occupations
Needs Assessment of Hospitality/Tourism Industry in Kentucky. 103p. 2mf. L1 ED 302 652

Housing
Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987.
153p. 2mf. L1 ED 303 566

Housing Deficiencies
"It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties.
77p. 1mf. L1 ED 303 283

Human Body
Bathing Techniques for Children Who Have Cerebral Palsy.
18p. 1mf. L2 ED 303 010

Human Mutilation
Pornography, Human Mutilation and Psychological Dysfunction.
11p. 1mf. L1 ED 302 792

Human Potential
Transpersonal Psychology: Exploring the Frontiers in Human Resource Development.
6p. 1mf. L1 ED 302 758

Human Resource Specialists
Shortcuts to Excellence: Techniques To Increase Personal Productivity, Job Satisfaction and Organizational Effectiveness.
11p. 1mf. L1 ED 302 757

Human Resources
Evaluation Manual for CIP Courses: Objectives and Implementation Procedures.
54p. 1mf. L1 ED 303 482
Shortcuts to Excellence: Techniques To Increase Personal Productivity, Job Satisfaction and Organizational Effectiveness.
11p. 1mf. L1 ED 302 757
Transpersonal Psychology: Exploring the Frontiers in Human Resource Development.
6p. 1mf. L1 ED 302 758

Humanities
Humanities in America. A Report to the President, the Congress, and the American People.
49p. 1mf. L1 ED 303 408

Humanities Curriculum Project
What the Eight Year Study and the Humanities Curriculum Project Do and Do Not Have in Common.
12p. 1mf. L1 ED 302 890

Humanities Instruction
What the Eight Year Study and the Humanities Curriculum Project Do and Do Not Have in Common.
12p. 1mf. L1 ED 302 890

Humor
Omnibus of Fun. Volume 1. A Treasury of Fun for Recreation Leaders.
168p. 2mf. L2 ED 303 315

Hunger
Poverty and Hunger in Hispanic America: The Inadequacy of Data for Policy Planning. Hearing before the Select Committee on Hunger. United States House of Representatives, One Hundredth Congress, Second Session (March 30, 1988).
179p. 2mf. L1 ED 303 294
World Food and Agriculture. Economic Problems and Issues.
148p. 2mf. L2 ED 302 642

Hypertension
Detection, Evaluation, and Treatment of High Blood Pressure. Report of the Committee.
64p. 1mf. L1 ED 303 441
High Blood Cholesterol in Adults. Report of the Expert Panel on Detection, Evaluation, and Treatment.
92p. 1mf. L1 ED 303 440

Hypothesis Testing
Doing Science: Constructing Scientific Theories as an Introduction to Scientific Method. Scientific Theory and Method Project (STAMPS). Technical Report.
93p. 1mf. L1 ED 303 362
Interdependencies of Theory Formation, Revision, and Experimentation.
26p. 1mf. L1 ED 303 524
Learning via Model Construction and Criticism: Protocol Evidence on Sources of Creativity in Science.
99p. 2mf. L1 ED 303 357

Identification (Psychology)
Validation of an Identity Development Model.
9p. 1mf. L1 ED 303 531

Illinois
Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8.
38p. 1mf. L1 ED 302 889
Report on Community College Program Review, Fiscal Year 1988. Agenda Item #10.
12p. 1mf. L1 ED 303 195

Illustrations
Evaluation of the Trends of Realism in Caldecott Winner and First Honor Books 1966-1986.
25p. 1mf. L1 ED 302 851

Immersion Programs
Student Achievement in English-Ukrainian Partial Immersion Programs.
81p. 1mf. L1 ED 303 031

Immigrants
After Three Years: A Status Report on the International High School at LaGuardia Community College.
25p. 1mf. L1 ED 303 216
Early Childhood Program Administrators and Parents from Third World Countries.
13p. 1mf. L1 ED 303 250
Immigration in New York.
268p. mf. L3 ED 303 557
Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568
U.S. Immigration in the 1980s: Reappraisal and Reform.
313p. 4mf. L2 ED 303 381

Immigration Impact
U.S. Immigration in the 1980s: Reappraisal and Reform.
313p. 4mf. L2 ED 303 381

Immigration Reform and Control Act 1986
U.S. Immigration in the 1980s: Reappraisal and Reform.
313p. 4mf. L2 ED 303 381

Improvement
Continuity in Soviet Education--Another Gorbachev Hurdle.
36p. 1mf. L1 ED 302 913

In School Suspension
Discipline of Handicapped Students: Suspension and Expulsion.
10p. 1mf. L1 ED 302 902

In State Students
California College-Going Rates. 1987 Update. The Eleventh in a Series of Reports on New Freshman Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools. Report 88-26.
72p. 1mf. L1 ED 303 106
What New Students Are Thinking. A Survey of the 1988 North Dakota Scholars Program Candidates.
44p. 1mf. L1 ED 303 115

Incidence
Prevalence of Alcohol Abuse among the Elderly.
39p. 1mf. L1 ED 302 804

Income
Financial Report of Ontario Universities, 1987-88. Volume III--Physical Plant Operating Expenses.
46p. 1mf. L2 ED 303 120
Financial Report of Ontario Universities, 1987-88. Volume II--Affiliated and Federated Colleges and Universities.
269p. 3mf. L2 ED 303 119
Financial Report of Ontario Universities, 1987-88. Volume I--Universities.
296p. 4mf. L2 ED 303 118

Incompetence
Dismissals of Tenured Faculty for Incompetence: An Analysis of Litigation Patterns. ASHE 1988 Annual Meeting Paper.
27p. 1mf. L1 ED 303 067

Independent Living
Longitudinal Study of Graduates of Special Education. Keynote Presentation.
15p. 1mf. L1 ED 303 004

Indexes
Resources in Education (RIE). Volume 24, Number 6.
p. mf. L2 ED 302 624

India
Democracy Threatened: India's Emergency of 1975. A Classroom Simulation.
35p. 1mf. L1 ED 303 402
Leadership Indian Style: A Comparison of Kautilya's Advice with Akbar's Experience. Draft Copy.
37p. 1mf. L1 ED 303 403

Indiana
Baseline Geography Competency Test Administered in Indiana Universities.
11p. 1mf. L1 ED 303 378

Indigenous Populations
Aripuana Park and the Polonoroeste Programme. IWGIA Document No. 59.
113p. 2mf. L1 ED 303 285

Individual Characteristics
Growing Up in Prime Time. An Analysis of Adolescent Girls on Television.
32p. 1mf. L2 ED 303 152
How Does Your Garden Grow? Building Positive Environments for Children.
22p. 1mf. L1 ED 303 276
Integrating Learning Styles, Critical Thinking, and Models of Teaching in the Student Teaching Experience.
15p. 1mf. L1 ED 303 462
Preparing Preservice Teachers To Teach Secondary Aged Students with Handicaps.
32p. 1mf. L1 ED 303 427
Toddlers. Selected Papers Number 58.
24p. 1mf. L1 ED 303 236
Well-Being of Recently Divorced Puerto Rican Women.
19p. 1mf. L1 ED 303 552

Individual Development
"Personal Growth: A Continuation High School Drug Defense."
12p. 1mf. L1 ED 302 760
Life History Influences on Holland Vocational Type Development. ASHE 1988 Annual Meeting Paper.
40p. 1mf. L1 ED 303 080

Individual Differences
Discriminant Analysis of Teachers' Learning Styles: Profiled by Teaching Areas.
10p. 1mf. L1 ED 303 428
Supporting Individual Differences in the Classroom.
23p. 1mf. L1 ED 303 270

Individualized Education Programs
Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments.
80p. 1mf. L1 ED 303 024
Parent Involvement in Early Childhood Special Education.
21p. 1mf. L1 ED 302 968
Partner Project. Final Report.
144p. 2mf. L1 ED 302 977

Individualized Instruction
Model Computer Literacy Course.
8p. 1mf. L1 ED 303 139

Industrial Arts
Technology: A National Imperative.
30p. 1mf. L2 ED 302 665

Infant Behavior
Infants' Recognition of Facial Expressions from Partial Features of the Face.
6p. 1mf. L1 ED 303 258

Infant Care
Ideas for Infant and Toddler Environments.
13p. 1mf. L1 ED 303 241

Infants
Baby Moves: Relation to Learning.
20p. 1mf. L1 ED 303 273
Feeding Techniques for Children Who Have Cleft Lip and Palate.
10p. 1mf. L2 ED 303 009
Understanding and Dealing with Separation Issues in Early Childhood Programs.
19p. 1mf. L1 ED 303 277

Information Dissemination
Parents as Teachers: Beginning at the Beginning.
5p. 1mf. L2 ED 303 254

Information Networks
Guide to Special Collections in the OCLC Database.
120p. 2mf. L1 ED 303 164

Information Retrieval
Annual Review of OCLC Research, June 1987-June 1988.
89p. 1mf. L2 ED 303 163
Usage Rates among TWU-ERIC and Other ERIC Bibliographic Systems on the Texas Woman's University, Denton, Campus.
15p. 1mf. L1 ED 303 162

Information Services
Occupational Task Analyses for the Development of Business Education Model Curricula with Emphasis on Banking and Financial Occupations. State Technical Committee Report.
31p. 1mf. L1 ED 302 736
Selective Guide to Literature on Agricultural Engineering. Engineering Literature Guides, Number 4.
25p. mf. L3 ED 303 325
Selective Guide to Literature on Chemical Engineering. Engineering Literature Guides, Number 9.
24p. mf. L3 ED 303 326
Selective Guide to Literature on Computer Science. Engineering Literature Guides, Number 3.
21p. mf. L3 ED 303 328
Selective Guide to Literature on Computer Engineering. Engineering Literature Guides, Number 1.
23p. mf. L3 ED 303 327
Selective Guide to Literature on Engineering Geology. Engineering Literature Guides, Number 7.
26p. mf. L3 ED 303 329
Selective Guide to Literature on Mechanical Engineering. Engineering Literature Guides, Number 2.
24p. mf. L3 ED 303 330
Selective Guide to Literature on Mining Engineering. Engineering Literature Guides, Number 6.
43p. mf. L3 ED 303 331
Selective Guide to Literature on Software Review Sources. Engineering Literature Guides, Number 8.
34p. mf. L3 ED 303 332

Information Sources
Economic and Community Development Resource Guide for Native Americans.
87p. 1mf. L1 ED 303 298
Microcomputers. LC Science Tracer Bullet.
17p. 1mf. L1 ED 303 173
Optical Disk Technology. A Brief Guide to Materials in the Library of Congress. LC Science Tracer Bullet.
11p. 1mf. L1 ED 303 174

Information Storage
Optical Disk Formats: A Briefing. ERIC Digest.
3p. 1mf. L1 ED 303 176

Information Systems
Automation Inventory of Research Libraries, 1988.
183p. 2mf. L2 ED 303 165
Communication: Essential for Leadership to a Public Good--an Information Infrastructure.
17p. 1mf. L1 ED 303 186
Information Systems for Government and Business: Trends, Issues, Challenges. Proceedings of the Kawasaki International Seminar on the Information Systems Challenge for Government and Business (2nd, Kawasaki City, Japan, July 21-24, 1987).
592p. 7mf. L2 ED 303 178
Integrating Information in Conceptual Models. Use of an Information Structure in Building Conceptual Models for Behavioural Studies. Research Bulletin 70.
70p. 1mf. L1 ED 303 454
Optical Disk Formats: A Briefing. ERIC Digest.
3p. 1mf. L1 ED 303 176
Practical Downloading to Desktop Publishing: Enhancing the Delivery of Information.
7p. 1mf. L1 ED 303 181
Summary of Computer Usage and Inventory of Computer Utilization in Curriculum. FY 1987-88.
55p. 1mf. L1 ED 303 161

Information Technology
Information Systems for Government and Business: Trends, Issues, Challenges. Proceedings of the Kawasaki International Seminar on the Information Systems Challenge for Government and Business (2nd, Kawasaki City, Japan, July 21-24, 1987).
592p. 7mf. L2 ED 303 178
Information Technology and the Wasted Resource. IT and Under-Represented Learners.
49p. 1mf. L1 ED 302 644
New Technologies in the 1990s: A Socio-Economic Strategy. Conclusions and Recommendations of a Group of Experts on the Social Aspects of New Technologies.
24p. 1mf. L2 ED 303 140
Selective Guide to Literature on Agricultural Engineering. Engineering Literature Guides, Number 4.
25p. mf. L3 ED 303 325
Selective Guide to Literature on Chemical Engineering. Engineering Literature Guides, Number 9.
24p. mf. L3 ED 303 326
Selective Guide to Literature on Computer Science. Engineering Literature Guides, Number 3.
21p. mf. L3 ED 303 328
Selective Guide to Literature on Computer Engineering. Engineering Literature Guides, Number 1.
23p. mf. L3 ED 303 327
Selective Guide to Literature on Engineering Geology. Engineering Literature Guides, Number 7.
26p. mf. L3 ED 303 329
Selective Guide to Literature on Mechanical Engineering. Engineering Literature Guides, Number 2.
24p. mf. L3 ED 303 330
Selective Guide to Literature on Mining Engineering. Engineering Literature Guides, Number 6.
43p. mf. L3 ED 303 331
Selective Guide to Literature on Software Review Sources. Engineering Literature Guides, Number 8.
34p. mf. L3 ED 303 332
Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology within the U.S. Hispanic Community. Revised Version.
25p. 1mf. L2 ED 303 157

Information Transfer
Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report.
14p. 1mf. L1 ED 303 374

Information Utilization
Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts.
479p. 5mf. L1 ED 302 648

Inner City
Family Choice and Parental Involvement in Inner-City Catholic High Schools: An Exploration of Psycho-Social and Organizational Factors.
49p. 1mf. L1 ED 302 950

Innovation
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Conference (5th, Cincinnati, Ohio, March 18-19, 1988).
242p. 3mf. L1 ED 302 660

Input Output Devices
Express Yourself: Communication Disabilities Need Not Be Handicaps.
182p. 2mf. L2 ED 303 012

Inquiry
"An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge.
37p. 1mf. L1 ED 303 366
Science for Children. Resources for Teachers.
194p. 3mf. L2 ED 303 320
Teaching That Connects Students' Inquiry with Curricular Agendas in Schools. Technical Report.
32p. 1mf. L1 ED 303 370

Inservice Education
Connections: Vocational Rehabilitation Training Package for Transition to College Trainers Manual .
102p. 2mf. L1 ED 302 995
Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students.
131p. 2mf. L1 ED 302 833
Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County.
42p. 1mf. L1 ED 302 878

Inservice Teacher Education
Evaluation of a Staff Development Program.
37p. 1mf. L1 ED 302 918
Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City. Case 07-88.
166p. 2mf. L1 ED 303 342
Futurism in Vocational Education.
11p. 1mf. L1 ED 302 647
Implementation Guide...for Performance-Based Teacher Education & Competency-Based Staff Development. Second Edition. Professional Teacher Education Module Series.
88p. 1mf. L1 ED 302 651
Improving the Consistency in Which Teachers of Grades Fourth through Sixth Use Microcomputers To Assist Instruction.
91p. 1mf. L2 ED 303 143
Industry/Electronics Education Joint Venture.
20p. 1mf. L1 ED 302 645
Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1988. October 1987 through September 1988.
187p. 2mf. L1 ED 303 262
Pilot Testing of a Needs Assessment Instrument in a Mississippi School District.
13p. 1mf. L1 ED 303 502
Study of the Vocational Assessment Process as Applied to Vocational Education. Final Report.
78p. 1mf. L1 ED 302 640
Vocational-Technical Education: An Overlooked Component in Teacher Training?
16p. 1mf. L1 ED 303 464

Institutional Advancement
Analyzing Marketing Strategies Designed To Increase Minority Student Enrollment at Selected Urban Community Colleges.
34p. 1mf. L1 ED 303 205
Development Achievements at Pittsburg State University for Fiscal Year 1988.
253p. 3mf. L1 ED 303 129
Special Events: Planning for Success.
82p. 1mf. L2 ED 303 121

Institutional Autonomy
School-Based Management/Shared-Decision Making--a Pilot Program: A Historical Perspective.
278p. 3mf. L1 ED 302 933
University Autonomy: Actual and Preferred Location of Authority. ASHE 1988 Annual Meeting Paper.
31p. 1mf. L1 ED 303 090

Institutional Characteristics
Attitude of Primary School Staff toward the Integration of Mildly Handicapped Children.
23p. 1mf. L1 ED 303 240
Calhoun Community College 1989 Fact Book.
75p. 1mf. L1 ED 303 201
Student Retention at Liberal Arts Colleges: The Development and Test of a Model. ASHE 1988 Annual Meeting Paper.
34p. 1mf. L1 ED 303 099

Institutional Cooperation
Technical Education Program in Partnership with Business and Industry through a Metropolitan Chamber of Commerce.
22p. 1mf. L1 ED 302 724

Institutional Environment
Ideas for Infant and Toddler Environments.
13p. 1mf. L1 ED 303 241

Institutional Image
Survey of Butler County High School Seniors, 1988.
32p. 1mf. L1 ED 303 230

Institutional Libraries
Institution Libraries Statistics; 1985-86, 1986-87.
54p. 1mf. L1 ED 303 168

Institutional Mission
Energizing an Institution for Excellence.
11p. 1mf. L1 ED 303 194
Promotional Techniques for the Small Budget. (There Is More to Athletic Promotions Than Meets the Eye.)
11p. 1mf. L1 ED 303 447
Study of Public Service in Higher Education. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 065

Institutional Research
Assessing the Institutional Effectiveness of Community and Technical Colleges.
67p. 1mf. L1 ED 303 193
Institutional Research's Role in Enrollment Management: One Institution's Trials and Tribulations.
16p. 1mf. L1 ED 303 124
Two Paradigms of Organizational Culture. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 074

Institutional Survival
Indicators of Change in American Higher Education. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 068
Organizing University Marketing.
20p. 1mf. L1 ED 303 126

Instructional Design
CREATE: Center for Research and Evaluation in the Application of Technology to Education. Second Annual Report.
45p. 1mf. L1 ED 303 018
Model Computer Literacy Course.
8p. 1mf. L1 ED 303 139
Problem Solving Interactions on Electronic Networks.
19p. 1mf. L1 ED 303 155

Instructional Development
Actual and Preferred Supervisory Behaviors of Supervising Teachers as Measured by the Supervising Teacher Behavior Description Questionnaire, Form I (STBDQ).
19p. 1mf. L1 ED 303 499
Georgia Principals Identify Their Most Troublesome Administrative Problems: A 1988 Survey.
30p. 1mf. L1 ED 303 461
Georgia Superintendents Identify Their Most Troublesome Administrative Problems: A 1988 Survey.
27p. 1mf. L1 ED 303 460

Instructional Effectiveness
CREATE: Center for Research and Evaluation in the Application of Technology to Education. Second Annual Report.
45p. 1mf. L1 ED 303 018
Curriculum Auditing.
368p. 4mf. L1 ED 302 912
Handbook for Teaching Assistants: The TA at U of D. Fourth Edition.
111p. 2mf. L1 ED 303 448
Instruction and the Effects of Schooling.
38p. 1mf. L1 ED 303 435
Principal Instructional Management Behavior and School Effectiveness: An Organizational Perspective.
52p. 1mf. L1 ED 302 934
Results of the Two-Year Pilot of the the Achievement Formula That Applies the Correlates of Effective Schools and Recommendations of the "Excellence" Reports To Predict, Monitor, and Enhance Student Achievement.
94p. 1mf. L1 ED 302 923
University Based Alternative School for High School Dropouts.
34p. 1mf. L1 ED 302 930

Instructional Improvement
Classroom Management: Theory into Practice.
9p. 1mf. L1 ED 302 874
Improving Teacher-Supervisor Communication through Modification of the Communication Context: An Examination of the Effects of Cooperative, Supervisor Controlled, and Minimal Evaluation on Instruction and the Teacher-Supervisor Relationship.
28p. 1mf. L1 ED 302 875
Instructional Improvement and the Control of Schools.
29p. 1mf. L1 ED 302 961
Using the Newspaper in Secondary Science.
28p. 1mf. L1 ED 303 333

Instructional Innovation
Conversion of Teachers: Principal Influence and Teacher Autonomy.
34p. 1mf. L1 ED 302 877
Sensitive Technology Assessment of ACOT.
9p. 1mf. L1 ED 303 156
Teacher Perspectives and Educational Innovation.
23p. 1mf. L1 ED 302 931

Instructional Leadership
Conversion of Teachers: Principal Influence and Teacher Autonomy.
34p. 1mf. L1 ED 302 877
Principal Instructional Management Behavior and School Effectiveness: An Organizational Perspective.
52p. 1mf. L1 ED 302 934

Instructional Materials
"Pies Are Hard To Find Out about..." An Inquiry into Children's Understanding of the Nature of Fractions. Technical Report.
109p. 2mf. L1 ED 303 361
Eighth Grade Earth Science Curriculum Guide. Part 1.
330p. 4mf. L2 ED 303 355
Multicultural Resources for Literature. Grade One to Grade Six. Grade Seven to Grade Twelve.
33p. 1mf. L1 ED 303 292
Science for Children. Resources for Teachers.
194p. 3mf. L2 ED 303 320

Instructor Coordinators
Prepare for Students' Related Instruction. Second Edition. Module J-9 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.
40p. 1mf. L1 ED 302 650

Instrumental Enrichment
Improving Cognitive Skills of Hearing-Impaired College Students. Final Report.
70p. 1mf. L1 ED 302 993

Integrated Curriculum
Delivering Academic Excellence to Culturally Diverse Populations (Language Development through Math/Science Activities). Conference Proceedings (Saddle Brook, New Jersey, December 7-8, 1984).
60p. 1mf. L1 ED 303 528
Essential Learning Outcomes: Communication Arts.
70p. 1mf. L2 ED 302 813
Ethics Across-the-Curriculum.
13p. 1mf. L1 ED 303 113

Integrated Services Digital
Implementing ISDN: A Sociotechnical Analysis.
21p. 1mf. L1 ED 303 138

Integrity
Effect of Unstructured Evaluation on Academic Integrity.
13p. 1mf. L1 ED 303 508

Intellectual Development
Foundational Studies as a New Liberal Art: Educology.
19p. 1mf. L1 ED 303 446

Intellectual Disciplines
Ways of Thinking and the Development of Foundational Knowledge.
17p. 1mf. L1 ED 303 445

Intellectual Freedom
Why Americans Can't Handle Censorship (Even for Children).
30p. 1mf. L1 ED 302 945

Intelligence
Relationships among Communication Apprehension, Reading Achievement, Teacher-Perceived Communication Apprehension, and Intelligence.
17p. 1mf. L1 ED 302 858
What Role Does Formal Education Play in the IQ-Age Relationship across the Adult Life-Span?
49p. 1mf. L1 ED 303 498

Intelligence Tests
Comparison of Black and White Middle Class Children's Performance on Three Ability Measures.
12p. 1mf. L1 ED 303 545

Intention
Children's Use of Effort and Intentionality in Social Judgments of Others.
19p. 1mf. L1 ED 303 260

Interaction Process Analysis
Effectiveness Indicators for Positive Integration of POHI (Physically and Other Health Impaired) Students.
41p. 1mf. L1 ED 303 001
Organizational Context of Higher Order Thinking.
39p. 1mf. L1 ED 303 436

Intercollegiate Cooperation
Development of an Articulation Model between Shelby State Community College and Two Comprehensive State Universities.
107p. 2mf. L1 ED 303 198
Transfer and Articulation with Four-Year Colleges and Universities: A Report.
19p. 1mf. L1 ED 303 224

Intercultural Communication
Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduates.
22p. 1mf. L1 ED 302 831
Mark Smith's Diary.
84p. 1mf. L1 ED 303 052

Intercultural Programs
Greening the Global Village: The Administrative Imperative To Educate Students for Global Awareness.
73p. 1mf. L1 ED 303 390

Interdisciplinary Approach
Constitution: Experiencing Democracy. A Curriculum Guide for Elementary Schools.
534p. 6mf. L1 ED 303 405
Early Childhood Special Education: Birth to Three.
262p. 3mf. L1 ED 302 964
Early Intervention Team Approaches: The Transdisciplinary Model.
21p. 1mf. L1 ED 302 971
Linking Screening, Identification, and Assessment with Curriculum.
39p. 1mf. L1 ED 302 966
Making Connections: The Need for an Interdisciplinary Curriculum.
14p. 1mf. L1 ED 303 127
Managing Industrial Teacher Education Programs in a Multi-Purpose Academic Unit--Selected Issues.
14p. 1mf. L1 ED 302 714

Interference (Language)
"What Is My Problem?" A Case Study of an Adult Indonesian E.S.L. Learner in Australia.
18p. 1mf. L1 ED 303 039

Intergenerational Programs
Partners in Growth: Elder Mentors and At-Risk Youth.
95p. 1mf. L2 ED 303 561

Interlanguage
On the Interaction of Prototype and Language Transfer.
15p. 1mf. L1 ED 303 040

Intermediate Grades
Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City. Case 07-88.
166p. 2mf. L1 ED 303 342

Internal Lexicon
Morphological Families in the Internal Lexicon. Technical Report No. 450.
36p. 1mf. L1 ED 302 829

Internal Validity
Internal Construct Validation Study of the "Iowa Tests of Basic Skills" (Level 12, Form G) Reading Comprehension Test Items.
24p. 1mf. L1 ED 303 481

International Cooperation
Action at the Grassroots: Fighting Poverty and Environmental Decline. Worldwatch Paper 88.
75p. 1mf. L2 ED 303 350
Australian Education and the Pacific Rim: An Emerging Relationship.
33p. 1mf. L1 ED 302 911

International Educational Exchange
Australian Education and the Pacific Rim: An Emerging Relationship.
33p. 1mf. L1 ED 302 911
International Partnership in Health Care and Education.
13p. 1mf. L1 ED 303 123

International Potato Center (Peru)

Evaluation Manual for CIP Courses: Objectives and Implementation Procedures. 54p. 1mf. L1 ED 303 482

International Programs

Analysis of Research and Lecturing Proposals That Meet Fulbright Quality Standards. 16p. 1mf. L1 ED 303 112

Evaluation Manual for CIP Courses: Objectives and Implementation Procedures. 54p. 1mf. L1 ED 303 482

International Relations

Politics of International Sport: Games of Power. Headline Series No. 286. 76p. 1mf. L2 ED 303 395

Internship Programs

Missing Link: Internships in Professional Writing Programs. 12p. 1mf. L1 ED 302 855

New York State Mentor Teacher-Internship Program for 1986-1987. A Report to the State Education Department. 206p. 3mf. L1 ED 303 421

Interpersonal Communication

(PACT) Partners in Augmentative Communication Training: A Resource Guide for Interaction Facilitation Training for Children. 142p. 2mf. L2 ED 303 015

Cooperative Learning in the Middle School. 15p. 1mf. L1 ED 302 866

Enhancing Trait Argumentativeness and Skill in Arguing: A Review of Instructional Methods. 23p. 1mf. L1 ED 302 857

Psychological Mechanisms in Children with Deficient Empathy and Sympathy. 9p. 1mf. L1 ED 302 864

Interpersonal Competence

Evaluating Social Competency Development of Kindergarten Students. 12p. 1mf. L1 ED 303 515

Power Pacs for Teaching Home Economics Related Science and Math. 643p. 7mf. L1 ED 302 718

Prosocial Skills Training for Children with Emotional Disturbances (ED) and Behavioral Disorders (BD): The Journey of 1,000 Miles Begins with the First Few Steps. 31p. 1mf. L1 ED 302 976

Interpersonal Relationship

New York State Mentor Teacher-Internship Program for 1986-1987. A Report to the State Education Department. 206p. 3mf. L1 ED 303 421

Order Out of Chaos: A Structural Analysis of Group Therapy. 43p. 1mf. L1 ED 302 778

Partners in Growth: Elder Mentors and At-Risk Youth. 95p. 1mf. L2 ED 303 561

When Salespeople Touch Customers: Reactions and Perceptions. 24p. 1mf. L1 ED 302 745

Intervention

(PACT) Partners in Augmentative Communication Training: A Resource Guide for Interaction Facilitation Training for Children. 142p. 2mf. L2 ED 303 015

Early Intervention for Infants with Deaf-Blindness. 53p. 1mf. L1 ED 302 986

Improving Cognitive Skills of Hearing-Impaired College Students. Final Report. 70p. 1mf. L1 ED 302 993

Perspective-Taking, Position Power, and Third Party Intervention Style: A Classroom Application. 27p. 1mf. L1 ED 302 862

Report on Year 1 Activities under Part H--The Handicapped Infant and Toddlers Program. 29p. 1mf. L1 ED 302 988

Review of the Literature of Research into Separation Anxiety: Its Causes and Its Meaning to the Caregiver in the Childcare Center. 27p. 1mf. L1 ED 303 267

Translating Empirical Findings into an Intervention for Children of Divorce. 16p. 1mf. L1 ED 302 744

Understanding and Dealing with Separation Issues in Early Childhood Programs. 19p. 1mf. L1 ED 303 277

Intonation

Intonation, the Student, and the Language Arts. 10p. 1mf. L1 ED 302 859

Introductory Courses

Vocational-Technical Education: An Overlooked Component in Teacher Training? 16p. 1mf. L1 ED 303 464

Inventory Methods National Evaluation Syste

Library Collections Inventory. Report to the VCU Board of Visitors. 26p. 1mf. L1 ED 303 179

Iowa

From Iowa to the White House. 31p. 1mf. L1 ED 303 407

Iowa Tests of Basic Skills

Internal Construct Validation Study of the "Iowa Tests of Basic Skills" (Level 12, Form G) Reading Comprehension Test Items. 24p. 1mf. L1 ED 303 481

Italian

I Can Speak Italian. 182p. 2mf. L2 ED 303 049

Item Analysis

Re-Examination of the Behavioral Categories of Seven Behavior Rating Instruments: A Conceptual Analysis. A Final Research Report. 95p. 1mf. L1 ED 302 980

Item Banks

Developing Quality Science Programs. A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment. Science Curriculum and Assessment Project, Northwest Evaluation Association. 26p. 1mf. L1 ED 303 341

Development, Validation, and Use of an Item Bank for Police Promotion Examinations. 6p. 1mf. L1 ED 303 496

Item Parameters

Modeling Item Responses When Different Subjects Employ Different Solution Strategies. 58p. 1mf. L1 ED 303 474

Japan

Japanese Children's Books at the Library of Congress: A Bibliography of Books from the Postwar Years, 1946-1985. 60p. 1mf. L1 ED 303 380

Leadership, Conflict Management, and Researcher Motivation and Productivity in Scientific R & D Laboratories: The Case of Japan. ASHE 1988 Annual Meeting Paper. 78p. 1mf. L1 ED 303 082

Learning To Read in Japan. Technical Report No. 449. 25p. 1mf. L1 ED 302 828

Pi Lambda Theta Summer 1988 Orient Study Tour, University of Hawaii at Manoa Campus. Course Title: International Education and East Asia. Research Report. 23p. 1mf. L1 ED 302 894

Second Language Maintenance for Returnee Students in Japan. 18p. 1mf. L1 ED 303 034

Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6. 56p. 1mf. L1 ED 302 686

Japanese

English Speech Rhythm and Its Teaching to Non-Native Speakers. 19p. 1mf. L1 ED 303 033

Japanese Culture

East Asia: The Yale Outreach Catalogue, 1988. 85p. 1mf. L1 ED 303 414

Jefferson County Public Schools KY

Evaluating the Mathematics Scores of Students Who Participate in a School Store. 11p. 1mf. L1 ED 303 513

Job Analysis

Juvenile Counselor Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program. 133p. 2mf. L1 ED 302 700

Job Application

Get that Job! 13p. 1mf. L1 ED 302 690

Job Clubs

Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth. 73p. 1mf. L1 ED 303 019

Job Layoff

Job Insecurity and Employee Well-Being. 20p. 1mf. L1 ED 302 752

Job Placement

Graduate Placement Report Annual Summary, 1988. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute. 19p. 1mf. L1 ED 303 222

Hearing on H.R. 2246, Jobs for Employable Dependent Individuals "JEDI." Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session. 43p. 1mf. L1 ED 303 551

Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth. 73p. 1mf. L1 ED 303 019

Job Satisfaction

"Talks with Teachers": A Preliminary Analysis. 38p. 1mf. L1 ED 303 418

Kentucky Principal: A Self Perception. 33p. 1mf. L1 ED 302 924

Preparing Preservice Teachers To Teach Secondary Aged Students with Handicaps. 32p. 1mf. L1 ED 303 427

Relationships between Organizational Climate, Job Satisfaction and Stress-Related Illnesses. 26p. 1mf. L1 ED 302 753

Teacher Attitudes toward Their Preparation Program and Their Profession. 35p. 1mf. L1 ED 303 457

Job Search Methods

Job Search Strategies Utilized by Certified Aspiring and Incumbent Female and Male Public School Administrators. 34p. 1mf. L1 ED 302 879

Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth. 73p. 1mf. L1 ED 303 019

Job Simplification

What Do College and University Presidents Really Do? An Inside Look at Presidential Work. ASHE 1988 Annual Meeting Paper. 30p. 1mf. L1 ED 303 093

Job Skills

Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2. 70p. 1mf. L1 ED 302 688

Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches. 16p. 1mf. L1 ED 302 998

Juvenile Counselor Knowledge/Skill Maps. Standards and Training for Corrections Program. 158p. 2mf. L1 ED 302 704

New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1. 33p. 1mf. L1 ED 302 687

Occupational Task Analyses for the Development of Business Education Model Curricula with Emphasis on Banking and Financial Occupations. State Technical Committee Report. 31p. 1mf. L1 ED 302 736

Power Pacs for Teaching Home Economics Related Science and Math. 643p. 7mf. L1 ED 302 718

Job Training

Adult Unemployment and the Curriculum: A Manual for Practitioners. FEU/REPLAN Project Report. 64p. 1mf. L1 ED 302 727

Education and the Global Marketplace. 11p. 1mf. L2 ED 302 685

Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2. 70p. 1mf. L1 ED 302 688

Exemplary Practices Linking Economic Development and Job Training. 24p. 1mf. L1 ED 302 715

Hearing on H.R. 2246, Jobs for Employable Dependent Individuals "JEDI." Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session. 43p. 1mf. L1 ED 303 551

Needs Assessment of Hospitality/Tourism Industry in Kentucky. 103p. 2mf. L1 ED 302 652

New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1. 33p. 1mf. L1 ED 302 687

Technical Education Program in Partnership with Business and Industry through a Metropolitan Chamber of Commerce. 22p. 1mf. L1 ED 302 724

Training Bibliography. 198p. 3mf. L1 ED 302 672

Vocational Training for Economic Development: A Report on the Business/Industry Relationships with the Kansas Community Colleges and Area Vocational-Technical Schools, 1987-88 Academic Year. 64p. 1mf. L1 ED 303 228

Workforce 2000: Education-Training-Skills. 15p. 1mf. L1 ED 302 730

Job Training Partnership Act 1982

Hearing on H.R. 2246, Jobs for Employable Dependent Individuals "JEDI." Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session. 43p. 1mf. L1 ED 303 551

Summer Youth Job Program: Congressional Action Has Increased Emphasis on Remedial Education. Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, U.S. Senate. 95p. 1mf. L1 ED 303 536

Thirteenth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. Including Findings and Recommendations on U.S. Employment in an International Economy, Patterns of Participation in Job Training Partnership Programs, Providing Intervention Assistance for Youth At-Risk. Report No. 25. 35p. 1mf. L1 ED 302 683

Juncture

Intonation, the Student, and the Language Arts. 10p. 1mf. L1 ED 302 859

Junior High School Students

Comparison of Differences in Extracurricular Activity Participation, Achievement, and Attitudes toward School of Public School Ninth Grade Students Attending Junior High School and Those Attending Senior High Schools in Mississippi. 9p. 1mf. L1 ED 303 494

Empirical Comparison of a Direct and an Indirect Method of Assessing Writing Proficiency. 62p. 1mf. L1 ED 303 519

Junior High Schools

"An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge. 37p. 1mf. L1 ED 303 366

Justice

Free Press & Fair Trial. Revised Edition. 101p. 2mf. L2 ED 303 377

U.S. Policies in Third World: An Economic Perspective. 12p. 1mf. L2 ED 302 861

Juvenile Courts

Legal Dispositions and Confinement Policies for Delinquent Youth. State Legislative Report, Vol 13, No. 23. 17p. 1mf. L1 ED 302 788

Kansas

Vocational Training for Economic Development: A Report on the Business/Industry Relationships with the Kansas Community Colleges and Area Vocational-Technical Schools, 1987-88 Academic Year. 64p. 1mf. L1 ED 303 228

Kentucky

Kentucky Principal: A Self Perception. 33p. 1mf. L1 ED 302 924

Kentucky's Automotive Certification Program. 15p. 1mf. L1 ED 302 653

Math Exit Competencies Handbook for Selected Kentucky Postsecondary Industrial Education Programs: Air Conditioning, Autobody, Automechanics, Carpentry, Drafting, Electricity, Electronics, Graphic Arts, Machine Shop, Masonry, Welding. 227p. 3mf. L1 ED 302 656

Needs Assessment of Hospitality/Tourism Industry in Kentucky. 103p. 2mf. L1 ED 302 652

Q.A.: Improving Kentucky Schools: A Conversation with Governor Wallace G. Wilkinson. 37p. 1mf. L1 ED 303 308

Kenya

Development and International Environmental Education. 24p. 1mf. L1 ED 302 932

Keyboarding (Data Entry)

Keyboarding Curriculum Guide. 138p. 2mf. L2 ED 302 716

Kindergarten

Annotated Bibliography of the Importance of Developmentally Appropriate Practices in Today's Kindergartens. 81p. 1mf. L1 ED 303 274

Bright Beginnings: Summer Kindergarten. 106p. 2mf. L2 ED 303 256

Current Trends in Public School Kindergarten: Full Days and Four-Year-Olds. Research Report. 17p. 1mf. L1 ED 303 242

Four Areas of Influence Which May or May Not Contribute to the Academic Achievement of Kindergarten Students. 48p. 1mf. L1 ED 303 275

Introducing New Organizational Structures in Education: The Importance of Understanding the Formation of Organizational Cultures. 29p. 1mf. L1 ED 303 272

Methodologies of Reading and Writing in Kindergarten. 71p. 1mf. L1 ED 302 834

Research to Impact Practitioners: Teaching Concepts to At-Risk Children. 16p. 1mf. L1 ED 303 261

Three's Company? An Evaluation of the Effect of a Third Teacher in Selected Kindergartens. Abridged Version of Report. 32p. 1mf. L1 ED 303 233

Transitional Services Model for Preschool Children Preparing To Enter Kindergarten Involving Parents, Teachers, and Public Schools. 130p. 2mf. L1 ED 303 248

100 Years of Kindergartens in Finland. 17p. 1mf. L2 ED 303 238

Kindergarten Children

Cognitive Skills Assessment Battery Administered to First Grade and Kindergarten Pupils, Fall 1987. Annual Report No. 87-28. 80p. 1mf. L1 ED 303 468

Evaluating Social Competency Development of Kindergarten Students. 12p. 1mf. L1 ED 303 515

Some Analyses of Kindergarten Results in a Statewide Study of Class Size: Project ST*R, Tennessee, 1985-86. (Draft). 24p. 1mf. L1 ED 303 232

Kindergarten Inventory Develop Social Compe

Evaluating Social Competency Development of Kindergarten Students. 12p. 1mf. L1 ED 303 515

Knowledge

Academic Work and Institutional Culture: An Analysis. ASHE 1988 Annual Meeting Paper. 24p. 1mf. L1 ED 303 085

Knowledge Acquisition

Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441. 15p. 1mf. L1 ED 302 821

Knowledge Base (Students)

Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1. 94p. 1mf. L1 ED 303 271

Knowledge Level

Baseline Geography Competency Test Administered in Indiana Universities. 11p. 1mf. L1 ED 303 378

Computer-Based and Paper-Based Measurement of Semantic Knowledge. 34p. 1mf. L1 ED 303 518

Illness Cognition and Responses to AIDS. 28p. 1mf. L1 ED 302 749

Korea

Pi Lambda Theta Summer 1988 Orient Study Tour, University of Hawaii at Manoa Campus. Course Title: International Education and East Asia. Research Report. 23p. 1mf. L1 ED 302 894

Korean Culture

East Asia: The Yale Outreach Catalogue, 1988. 85p. 1mf. L1 ED 303 414

Labor Demands

Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States. 79p. 1mf. L2 ED 303 567

Labor Education

Vocational Training for Economic Development: A Report on the Business/Industry Relationships with the Kansas Community Colleges and Area Vocational-Technical Schools, 1987-88 Academic Year. 64p. 1mf. L1 ED 303 228

Labor Force

Workforce 2000: Education-Training-Skills. 15p. 1mf. L1 ED 302 730

Labor Force Development

Exemplary Practices Linking Economic Development and Job Training. 24p. 1mf. L1 ED 302 715

Thirteenth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. Including Findings and Recommendations on U.S. Employment in an International Economy, Patterns of Participation in Job Training Partnership Programs, Providing Intervention Assistance for Youth At-Risk. Report No. 25. 35p. 1mf. L1 ED 302 683

Labor Legislation

Equal Employment Opportunity Law Enforcement. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives. One Hundredth Congres, Second Session (Los Angeles, CA). 93p. 1mf. L1 ED 303 547

U.S. Immigration in the 1980s: Reappraisal and Reform. 313p. 4mf. L2 ED 303 381

Labor Market

Competitive Edge. 20p. 1mf. L1 ED 302 658

Labor Needs

Education and the Economy. A Vocational Perspective. A Vocational Training Council Discussion Paper Based on a Survey Conducted between July and November 1985. 29p. 1mf. L1 ED 302 673

Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States. 79p. 1mf. L2 ED 303 567

Labor Supply

Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States. 79p. 1mf. L2 ED 303 567

Labor Turnover

Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6. 56p. 1mf. L1 ED 302 686

Laboratories

Curriculum Reformulation: Incorporating Technology into Science Instruction. 53p. 1mf. L1 ED 303 352

Laboratory Interfacing

Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions. 55p. 1mf. L1 ED 303 367

Laboratory Procedures

Can Models Foster Conceptual Change? The Case of Heat and Temperature. Technical Report. 158p. 2mf. L1 ED 303 365

Density: A Definition, a Concept, or Both? 9p. 1mf. L1 ED 303 336

Laboratory Schools

Measurement of Student Perceptions of Teaching Competencies. 10p. 1mf. L1 ED 303 453

Laboratory Technology

Talking about Teaching, by Writing: The Use of Computer-Based Conferencing for Collegial Exchange among Teachers. Technical Report. 116p. 2mf. L1 ED 303 363

Land Settlement

Aripuana Park and the Polonoroeste Programme. IWGIA Document No. 59. 113p. 2mf. L1 ED 303 285

Language

State-Adopted Basic Textbooks for Grammar/Composition, Grades 9-12; Writing, Grades 9-12; World Literature, Grade 10. Annotations. 32p. 1mf. L1 ED 302 847

Language Acquisition

Context and the Development of Metaphor Comprehension. Technical Report No. 444. 16p. 1mf. L1 ED 302 824

Preschoolers' Conceptions of Literacy as Reflected in Their Spontaneous Play. 21p. 1mf. L1 ED 302 844

Language Arts

Beyond "Trends" in English and Language Arts Instruction. 21p. 1mf. L1 ED 302 852

Designing Portfolios for the Assessment of Elementary Literacy Teaching: Work-in-Progress. 21p. 1mf. L1 ED 302 842

Essential Learning Outcomes: Communication Arts. 70p. 1mf. L2 ED 302 813

Incorporating Children's Literature into the Elementary School Reading and Language Arts Curriculum: An Annotated Bibliography. 57p. 1mf. L1 ED 302 853

Intonation, the Student, and the Language Arts. 10p. 1mf. L1 ED 302 859

Newspapers in Education: Elementary Activity Cards . 109p. 2mf. L1 ED 303 335

Language Handicaps

Utilization of Consensus Techniques by Speech Therapists To Increase Alternative Speech and Language Models for Elementary Children. 104p. 2mf. L1 ED 303 022

Language of Instruction

"Language Struggle" in South Africa: Emergence and Development in Educational Policy. 1987-1988 World Education Monograph Series, Number One. 26p. 1mf. L1 ED 303 028

Language Planning

"Language Struggle" in South Africa: Emergence and Development in Educational Policy. 1987-1988 World Education Monograph Series, Number One. 26p. 1mf. L1 ED 303 028

Language Policy and Planning. ERIC Digest. 48p. 1mf. L1 ED 303 051

Language Proficiency

Using the Gap Reduction Model To Evaluate a Successful Bilingual/ESL Program. 22p. 1mf. L1 ED 303 505

Language Rhythm

English Speech Rhythm and Its Teaching to Non-Native Speakers. 19p. 1mf. L1 ED 303 033

Language Role

Language, Meaning, and Knowledge: Empowering Developmental Students To Participate in the Academy. 33p. 1mf. L1 ED 302 848

Les Enjeux juridiques et socio-politiques des conflits linguistiques: le cas de l'Ontario (The Legal and Sociopolitical Stakes of Language Conflicts: The Case of Ontario). Publication G-10. 164p. 2mf. L1 ED 303 041

Nature of Knowledge and the Structure of the University. 38p. 1mf. L1 ED 303 383

Language Skill Attrition

Second Language Maintenance for Returnee Students in Japan. 18p. 1mf. L1 ED 303 034

Language Skills

Research to Impact Practitioners: Teaching Concepts to At-Risk Children. 16p. 1mf. L1 ED 303 261

Sequencing Stories in Spanish and English. 93p. 1mf. L1 ED 303 032

Student Achievement in English-Ukrainian Partial Immersion Programs. 81p. 1mf. L1 ED 303 031

Language Styles

Aspects of Western Subanon Formal Speech. Publications in Linguistics. Publication Number 81. 209p. 3mf. L1 ED 303 038

Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11. 61p. 1mf. L2 ED 303 043

Latent Trait Theory

Consumer's Guide to LOGIST and BILOG. 76p. 1mf. L1 ED 303 473

Modeling Item Responses When Different Subjects Employ Different Solution Strategies. 58p. 1mf. L1 ED 303 474

Latin America

Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States. 79p. 1mf. L2 ED 303 567

Latin Americans

Aripuana Park and the Polonoroeste Programme. IWGIA Document No. 59. 113p. 2mf. L1 ED 303 285

Latinos

Cultural Pride: Curriculum Unit. Latino Family Life Education Curriculum Series. 161p. 2mf. L2 ED 303 541

Cultural Pride: Student Workbook. Latino Family Life Education Curriculum Series. 92p. 1mf. L2 ED 303 542

La Familia: Curriculum Unit. Latino Family Life Education Curriculum Series. 152p. 2mf. L2 ED 303 543

La Familia: Student Workbook. Latino Family Life Education Curriculum Series. 90p. 1mf. L2 ED 303 544

Law Enforcement

Biology, Medicine, and the Bill of Rights. Special Report. 130p. 2mf. L1 ED 303 323

Equal Employment Opportunity Law Enforcement. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives. One Hundredth Congres, Second Session (Los Angeles, CA). 93p. 1mf. L1 ED 303 547

Law Offices

Legal Office Procedures: Task Analyses. Competency-Based Education. Review Draft. 132p. 2mf. L1 ED 302 670

Lay People

Cognitive Representations of Physical Diseases. 15p. 1mf. L1 ED 302 750

Illness Cognition and Responses to AIDS. 28p. 1mf. L1 ED 302 749

Leaders

Profile of Selected Women Leaders: Toward a New Model of Leadership. 8p. 1mf. L1 ED 303 397

Leadership

Comparison of Measures of Administrator Reliance on Power Bases for Influence. 21p. 1mf. L1 ED 303 516

From Recommendations to Reality. A Paper on School Reform Issues. 30p. 1mf. L1 ED 302 910

Leadership, Conflict Management, and Researcher Motivation and Productivity in Scientific R & D Laboratories: The Case of Japan. ASHE 1988 Annual Meeting Paper. 78p. 1mf. L1 ED 303 082

Moral Imagination and the Philosophy of School Leadership. 32p. 1mf. L1 ED 302 909

Leadership Qualities

Amelia Bedelia in the Library or Effective Communication for Leadership. 17p. 1mf. L2 ED 303 184

Changing Organizational Cultures in Libraries through Effective Leadership Communication. 23p. 1mf. L1 ED 303 185

Communication: Essential for Leadership to a Public Good--an Information Infrastructure. 17p. 1mf. L1 ED 303 186

Language of Library Leadership: Effective Communication. 32p. 1mf. L1 ED 303 188

Leadership Indian Style: A Comparison of Kautilya's Advice with Akbar's Experience. Draft Copy. 37p. 1mf. L1 ED 303 403

Moral Imagination and the Philosophy of School Leadership. 32p. 1mf. L1 ED 302 909

Toward a Model for Preparation Programs for Education's Leaders. 16p. 1mf. L1 ED 302 959

Leadership Responsibility

Moral Imagination and the Philosophy of School Leadership. 32p. 1mf. L1 ED 302 909

Leadership Styles

Language of Library Leadership: Effective Communication. 32p. 1mf. L1 ED 303 188

Language, Leadership and Librarians. 17p. 1mf. L1 ED 303 187

Leadership in a Major Science-Engineering Library: Social and Political Factors and the Need to Communicate. 20p. 1mf. L1 ED 303 189

Moral Imagination and the Philosophy of School Leadership. 32p. 1mf. L1 ED 302 909

Profile of Selected Women Leaders: Toward a New Model of Leadership. 8p. 1mf. L1 ED 303 397

Leadership Training

Administrator Training Program. A Model of Educational Leadership. 16p. 1mf. L1 ED 302 882

Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports. 37p. 1mf. L1 ED 303 389

Peer Assisted Leadership from a Trainer's Perspective: Implications for Practice. 25p. 1mf. L1 ED 302 943

Toward a Model for Preparation Programs for Education's Leaders. 16p. 1mf. L1 ED 302 959

Learner Centered Instruction

Activities-Based Languages Curriculum: The ALL Model. 13p. 1mf. L1 ED 303 029

Learning Activities

Keyboarding Curriculum Guide. 138p. 2mf. L2 ED 302 716

Language, Meaning, and Knowledge: Empowering Developmental Students To Participate in the Academy. 33p. 1mf. L1 ED 302 848

Problem Solving Interactions on Electronic Networks. 19p. 1mf. L1 ED 303 155

Teacher Involvement: A Message for "Restructurers." 20p. 1mf. L1 ED 302 915

Learning Centers (Classroom)

Bright Beginnings: Summer Kindergarten. 106p. 2mf. L2 ED 303 256

Learning Disabilities

Career Development Potential of University Students with Learning Disabilities. 20p. 1mf. L1 ED 302 799

CREATE: Center for Research and Evaluation in the Application of Technology to Education. Second Annual Report. 45p. 1mf. L1 ED 303 018

(Continued)

Learning Disabilities (Continued)
Frequency-Specific, Binaural Stimulation of Students with Reading and Spelling Difficulties.
14p. 1mf. L1 ED 302 809
Partner Project. Final Report.
144p. 2mf. L1 ED 302 977
Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced?
23p. 1mf. L1 ED 302 841
Preparing Preservice Teachers To Teach Secondary Aged Students with Handicaps.
32p. 1mf. L1 ED 303 427
Story Grammar and Learning Disabled Students' Comprehension and Production of Narrative Prose.
10p. 1mf. L1 ED 302 819
Tell-A-Phone: A Pragmatic Tool for Speech and Language Intervention.
39p. 1mf. L2 ED 303 014

Learning Modules
Fractions. Mathematics Series: Principles, Concepts and Applications.
198p. 3mf. L1 ED 303 348
Measurements. Mathematics Series: Principles, Concepts and Applications.
129p. 2mf. L1 ED 303 349

Learning Motivation
Motivation in the Reading Curriculum.
13p. 1mf. L1 ED 302 805

Learning Processes
"Pies Are Hard To Find Out about..." An Inquiry into Children's Understanding of the Nature of Fractions. Technical Report.
109p. 2mf. L1 ED 303 361
Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
15p. 1mf. L1 ED 302 821
Discriminant Analysis of Teachers' Learning Styles: Profiled by Teaching Areas.
10p. 1mf. L1 ED 303 428
Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820

Learning Readiness
Evaluating Social Competency Development of Kindergarten Students.
12p. 1mf. L1 ED 303 515

Learning Strategies
"An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge.
37p. 1mf. L1 ED 303 366
"What Is My Problem?" A Case Study of an Adult Indonesian E.S.L. Learner in Australia.
18p. 1mf. L1 ED 303 039
Cooperative Learning in the Middle School.
15p. 1mf. L1 ED 302 866
Curriculum Content Today and Tomorow: Will Students Be Motivated To Learn?
25p. 1mf. L1 ED 303 443
Educational Technology Center Fifth Year Report.
134p. 2mf. L1 ED 303 373
Effects of Self-Generated Examples on Retention of Selected Concepts.
21p. 1mf. L1 ED 303 501
How Does Your Garden Grow? Building Positive Environments for Children.
22p. 1mf. L1 ED 303 276
Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1.
94p. 1mf. L1 ED 303 271
Research to Impact Practitioners: Teaching Concepts to At-Risk Children.
16p. 1mf. L1 ED 303 261
Understanding Equilibrium: The Study of Complex Systems. Final Project Report.
69p. 1mf. L1 ED 303 360

Learning Theories
Testing Theories of Learning: Effects on High School Achievement.
19p. 1mf. L1 ED 302 746

Leaves of Absence
Parental Leave: Estimated Cost of Revised Parental and Medical Leave Act Proposal. Report to the Chairman, Subcommittee on Children, Family, Drugs, and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.
8p. 1mf. L1 ED 303 249

Legal Problems
Sexual Harassment on Campus: A Legal Compendium.
193p. 3mf. L2 ED 303 059

Legal Responsibility
Coping with Crime on Campus.
246p. mf. L3 ED 303 060
Crime on Campus: Institutional Tort Liability for the Criminal Acts of Third Parties.
25p. 1mf. L2 ED 303 061
Legal Liability of Children and Parents in North Dakota.
47p. 1mf. L1 ED 303 235
Loan Counseling: Requirements and Good Practice. NASFAA Monograph Series Number VI.
69p. 1mf. L1 ED 303 055
Rights of Students. The basic ACLU Guide to Student's Rights. Third Edition. An American Civil Liberties Handbook.
197p. 3mf. L1 ED 302 887
School Officials and the Courts: Update 1988. ERS Monograph.
51p. mf. L3 ED 302 946
Sexual Harassment on Campus: A Legal Compendium.
193p. 3mf. L2 ED 303 059

Legends
Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

Leisure Education
Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth.
73p. 1mf. L1 ED 303 019

Lesson Observation Criteria
Student-Teachers Learning from Experienced Teachers.
65p. 1mf. L2 ED 303 301

Lesson Plans
I Can Speak French.
228p. 3mf. L2 ED 303 047
I Can Speak Italian.
182p. 2mf. L2 ED 303 049
I Can Speak Spanish.
195p. 3mf. L2 ED 303 048

Lexicology
Morphological Families in the Internal Lexicon. Technical Report No. 450.
36p. 1mf. L1 ED 302 829

Liberal Arts
Ethics Across-the-Curriculum.
13p. 1mf. L1 ED 303 113
Foundational Studies as a New Liberal Art: Educology.
19p. 1mf. L1 ED 303 446

Liberalism
College Impact and Student Liberalism Revisited: The Effect of Student Peers. ASHE 1988 Annual Meeting Paper.
28p. 1mf. L1 ED 303 066

Librarians
Language of Library Leadership: Effective Communication.
32p. 1mf. L1 ED 303 188
Language, Leadership and Librarians.
17p. 1mf. L1 ED 303 187

Library Administration
Amelia Bedelia in the Library or Effective Communication for Leadership.
17p. 1mf. L2 ED 303 184
Changing Organizational Cultures in Libraries through Effective Leadership Communication.
23p. 1mf. L1 ED 303 185
Communication: Essential for Leadership to a Public Good--an Information Infrastructure.
17p. 1mf. L1 ED 303 186
Language of Library Leadership: Effective Communication.
32p. 1mf. L1 ED 303 188
Language, Leadership and Librarians.
17p. 1mf. L1 ED 303 187
Leadership in a Major Science-Engineering Library: Social and Political Factors and the Need to Communicate.
20p. 1mf. L1 ED 303 189

Library Automation
Automation Inventory of Research Libraries, 1988.
183p. 2mf. L2 ED 303 165
Library Collections Inventory. Report to the VCU Board of Visitors.
26p. 1mf. L1 ED 303 179
Technology Options for Libraries. ERIC Digest.
3p. 1mf. L1 ED 303 177
Toward Telecommunications Strategies in Academic and Research Libraries. Ten Case Studies of Decision-Making and Implementation. An OMS Occasional Paper. OP14.
33p. 1mf. L2 ED 303 166
Understanding Library Microcomputer Systems. Professional Skills Series.
136p. 2mf. L2 ED 303 182

Library Collection Development
Evaluative Directory to Producers and Distributors of Unabridged Books on Cassette Tape. Occasional Papers Number 184.
40p. 1mf. L2 ED 303 167

Library Collections
Guide to Special Collections in the OCLC Database.
120p. 2mf. L1 ED 303 164
Japanese Children's Books at the Library of Congress: A Bibliography of Books from the Postwar Years, 1946-1985.
60p. 1mf. L1 ED 303 380
Library Collections Inventory. Report to the VCU Board of Visitors.
26p. 1mf. L1 ED 303 179

Library Education
Study of the Design and Testing of Values To Be Derived in the Training of Librarians through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship.
44p. 1mf. L1 ED 303 160

Library Expenditures
Institution Libraries Statistics; 1985-86, 1986-87.
54p. 1mf. L1 ED 303 168

Library Material Selection
Evaluative Directory to Producers and Distributors of Unabridged Books on Cassette Tape. Occasional Papers Number 184.
40p. 1mf. L2 ED 303 167

Library Materials
Institution Libraries Statistics; 1985-86, 1986-87.
54p. 1mf. L1 ED 303 168

Library Networks
Library Service to the People of New York State. A Long-Range Program, October 1, 1988-September 30, 1993, for the Improvement of Library Services Utilizing Local, State, and Federal Resources.
50p. 1mf. L1 ED 303 169
Toward Telecommunications Strategies in Academic and Research Libraries. Ten Case Studies of Decision-Making and Implementation. An OMS Occasional Paper. OP14.
33p. 1mf. L2 ED 303 166

Library of Congress
Japanese Children's Books at the Library of Congress: A Bibliography of Books from the Postwar Years, 1946-1985.
60p. 1mf. L1 ED 303 380
Microcomputers. LC Science Tracer Bullet.
17p. 1mf. L1 ED 303 173
Optical Disk Technology. A Brief Guide to Materials in the Library of Congress. LC Science Tracer Bullet.
11p. 1mf. L1 ED 303 174

Library Personnel
Changing Organizational Cultures in Libraries through Effective Leadership Communication.
23p. 1mf. L1 ED 303 185

Library Planning
Automation Inventory of Research Libraries, 1988.
183p. 2mf. L2 ED 303 165
Library Collections Inventory. Report to the VCU Board of Visitors.
26p. 1mf. L1 ED 303 179
Library Service to the People of New York State. A Long-Range Program, October 1, 1988-September 30, 1993, for the Improvement of Library Services Utilizing Local, State, and Federal Resources.
50p. 1mf. L1 ED 303 169
LSCA Program Purposes: Needs and Intended Actions. Supplement 1 to Library Service to the People of New York State, October 1, 1988 through September 30, 1993.
26p. 1mf. L1 ED 303 170
Technology Options for Libraries. ERIC Digest.
3p. 1mf. L1 ED 303 177
Toward Telecommunications Strategies in Academic and Research Libraries. Ten Case Studies of Decision-Making and Implementation. An OMS Occasional Paper. OP14.
33p. 1mf. L2 ED 303 166
User Surveys. SPEC Kit 148.
120p. 2mf. L2 ED 303 183

Library Role
Literacy: The Key to Success. A Literacy Handbook, 2nd Edition.
25p. 1mf. L1 ED 303 180
Media Coordinator Performance Appraisal Instrument. Workshop Participant's Manual.
62p. 1mf. L1 ED 303 145
Technology Options for Libraries. ERIC Digest.
3p. 1mf. L1 ED 303 177

Library Schools
Study of the Design and Testing of Values To Be Derived in the Training of Librarians through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship.
44p. 1mf. L1 ED 303 160

Library Services
Library Collections Inventory. Report to the VCU Board of Visitors.
26p. 1mf. L1 ED 303 179
Library Service to the People of New York State. A Long-Range Program, October 1, 1988-September 30, 1993, for the Improvement of Library Services Utilizing Local, State, and Federal Resources.
50p. 1mf. L1 ED 303 169
Literacy: The Key to Success. A Literacy Handbook, 2nd Edition.
25p. 1mf. L1 ED 303 180
LSCA Program Purposes: Needs and Intended Actions. Supplement 1 to Library Service to the People of New York State, October 1, 1988 through September 30, 1993.
26p. 1mf. L1 ED 303 170
Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1988. October 1987 through September 1988.
187p. 2mf. L1 ED 303 262
Policy Guidelines on the Administration of LSCA Funds, 1988-89. Supplement 2 to "Library Service to the People of New York State, October 1, 1988 through September 30, 1993."
20p. 1mf. L1 ED 303 171
Technology Options for Libraries. ERIC Digest.
3p. 1mf. L1 ED 303 177
User Surveys. SPEC Kit 148.
120p. 2mf. L2 ED 303 183

Library Services and Construction Act
LSCA Program Purposes: Needs and Intended Actions. Supplement 1 to Library Service to the People of New York State, October 1, 1988 through September 30, 1993.
26p. 1mf. L1 ED 303 170
Policy Guidelines on the Administration of LSCA Funds, 1988-89. Supplement 2 to "Library Service to the People of New York State, October 1, 1988 through September 30, 1993."
20p. 1mf. L1 ED 303 171

Library Skills
Dissertation Literature Review: How Faculty Advisors Prepare Their Doctoral Candidates.
166p. 2mf. L1 ED 303 131

Library Statistics
Institution Libraries Statistics; 1985-86, 1986-87.
54p. 1mf. L1 ED 303 168

Library Technical Processes
Automation Inventory of Research Libraries, 1988.
183p. 2mf. L2 ED 303 165

Licensing Examinations (Professions)
Professional Engineering Handbook.
125p. 2mf. L1 ED 303 343
Social Work Handbook.
73p. 1mf. L1 ED 302 743

Life Events
Sources of Meaning through the Lifespan.
22p. 1mf. L1 ED 302 780

Life Satisfaction
Hestian Feminism.
23p. 1mf. L1 ED 303 382
Mediators of Stress and Role Satisfaction in Multiple Role Persons.
42p. 1mf. L1 ED 302 772

Likert Scales
Development and Uses of the Teaching Behaviors Questionnaire.
32p. 1mf. L1 ED 303 450

Limited English Speaking
Guide to Working with Minority Language Students in Special Education.
39p. 1mf. L1 ED 302 990
Providing Adult Basic Education Services to Adults with Limited English Proficiency. Background Paper Prepared for Project on Adult Literacy.
48p. 1mf. L1 ED 302 677
San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report.
209p. 3mf. L1 ED 303 286

Linking Agents
Care and Resources for Employees and Their Dependents.
56p. 1mf. L1 ED 303 251
Early Childhood Program Administrators and Parents from Third World Countries.
13p. 1mf. L1 ED 303 250

Listening
Listening in the School Curriculum.
8p. 1mf. L1 ED 302 808

Literacy
Literacy/Quality of Life in the United States.
7p. 1mf. L1 ED 302 817
Preschoolers' Conceptions of Literacy as Reflected in Their Spontaneous Play.
21p. 1mf. L1 ED 302 844

Literacy Education
Adult Literacy Research and Development: An Agenda for Action. Background Paper Prepared for Project on Adult Literacy.
51p. 1mf. L1 ED 302 676
Cooperative Efforts in Urban Literacy: Learnings from the Urban Literacy Network's Grant Projects.
27p. 1mf. L1 ED 302 629
Governor's Task Force on Adult Literacy.
28p. 1mf. L1 ED 302 625
Jump Start. The Federal Role in Adult Literacy. Final Report of the Project on Adult Literacy.
47p. 1mf. L1 ED 302 675
Professionalization of the Adult Literacy Workforce. Background Paper Prepared for Project on Adult Literacy.
35p. 1mf. L1 ED 302 680
Providing Adult Basic Education Services to Adults with Limited English Proficiency. Background Paper Prepared for Project on Adult Literacy.
48p. 1mf. L1 ED 302 677
Ready to Read!
119p. 2mf. L1 ED 302 840
Redefined Federal Role in Adult Literacy: Integrated Policies, Programs, and Procedures. Background Paper Prepared for Project on Adult Literacy.
84p. 1mf. L1 ED 302 682
Retooling the American Workforce: The Role of Technology in Improving Adult Literacy during the 1990s. Background Paper Prepared for Project on Adult Literacy.
79p. 1mf. L1 ED 302 681
Starting Over: Characteristics of Adult Literacy Learners.
112p. 2mf. L1 ED 302 723
Toward the Vision of a Literate Society. Background Paper Prepared for Project on Adult Literacy.
51p. 1mf. L1 ED 302 679

Literacy Volunteers of America Inc
Literacy: The Key to Success. A Literacy Handbook, 2nd Edition.
25p. 1mf. L1 ED 303 180

Literary Devices
Use of Creative Dramatics in the Teaching of Drama with Special Application to the Teaching of English as a Second Language.
119p. 2mf. L1 ED 302 869

Literary Theory
Use of Creative Dramatics in the Teaching of Drama with Special Application to the Teaching of English as a Second Language.
119p. 2mf. L1 ED 302 869

Literature
Relations of Literature and Science. An Annotated Bibliography of Scholarship, 1880-1980.
458p. mf. L3 ED 303 322

Literature Reviews
Dissertation Literature Review: How Faculty Advisors Prepare Their Doctoral Candidates.
166p. 2mf. L1 ED 303 131
Greening the Global Village: The Administrative Imperative To Educate Students for Global Awareness.
73p. 1mf. L1 ED 303 390

Livestock
Agricultural Production: Task Analysis for Livestock Production. Competency-Based Education.
214p. 3mf. L1 ED 302 667

Loan Counseling
Loan Counseling: Requirements and Good Practice. NASFAA Monograph Series Number VI.
69p. 1mf. L1 ED 303 055

Loan Default
Guaranteed Student Loan Default Information. NASFAA Federal Monitor, No. 166.
202p. 3mf. L1 ED 303 056

Loan Repayment
Defaults in the Federal Guaranteed Student Loan Programs. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. One Hundredth Congress. Second Session.
405p. 5mf. L1 ED 303 103
Guaranteed Student Loan Default Information. NASFAA Federal Monitor, No. 166.
202p. 3mf. L1 ED 303 056
Recommendations for Reducing the Default Rate in the Guaranteed Student Loan Program.
30p. 1mf. L1 ED 303 226

Local Area Networks
Toward Telecommunications Strategies in Academic and Research Libraries. Ten Case Studies of Decision-Making and Implementation. An OMS Occasional Paper. OP14.
33p. 1mf. L2 ED 303 166

Locus of Control
Attitude towards Responsibility and Teacher Locus of Control: Predicting Teacher Stress and Attitudes. Research Paper ERU-2-88.
23p. 1mf. L2 ED 303 522
Blame among Adult Women Sexually Abused as Children.
36p. 1mf. L2 ED 302 777
Teacher Locus of Control: A Study of Its Reliability and Validity by Discriminant Analysis. Research Paper ERU-3-88.
17p. 1mf. L2 ED 303 521

LOGIST Estimation Procedures
Consumer's Guide to LOGIST and BILOG.
76p. 1mf. L1 ED 303 473

LOGO Programing Language
Crazy Critters: Creating New Life Forms in Logo.
17p. 1mf. L1 ED 303 137
Logo and Lexical Categories.
12p. 1mf. L1 ED 303 144

Loneliness
Determinants of Relapse for Polysubstance Abusers.
18p. 1mf. L1 ED 302 785

Long Range Planning
Community Forum: The First Step in Strategic Planning.
16p. 1mf. L1 ED 303 203
Earth Science Education for the 21st Century Conference (Alexandria, Virginia, April 19-23, 1988). Executive Summary.
22p. 1mf. L1 ED 303 316
Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System.
38p. 1mf. L1 ED 303 202
Long Range Plan, 1988-1991. Williamsport Area Community College.
26p. 1mf. L1 ED 303 217

Longitudinal Studies
Academic Achievement and Self Attitudes: A Longitudinal Study with Background Controlled.
13p. 1mf. L1 ED 303 526
From Short- to Long-Term: Studying Science Education Longitudinally.
39p. 1mf. L1 ED 303 351
Origins of Interest in Science and Mathematics.
16p. 1mf. L1 ED 303 337

Longitudinal Study of American Youth
Origins of Interest in Science and Mathematics.
16p. 1mf. L1 ED 303 337

Louisiana
Lafourche Parish Coastal Zone Curriculum Resource Unit. Bulletin 1834.
190p. 2mf. L1 ED 303 317

Low Achievement
Effects of Sentence-Combining Using Word Processing Technology on the Reading Comprehension and Writing Fluency of Low-Achieving Fourth Grade Students.
19p. 1mf. L1 ED 302 845
Integrated Occupational Program: Information Manual for Administrators, Counsellors, and Teachers. Interim 1988.
92p. 1mf. L2 ED 302 994
Longitudinal Study of Retention in the C.O.O.R. ISD Area.
42p. 1mf. L1 ED 303 558

Low Income
Nonmetro Elderly: Economic and Demographic Status.
46p. 1mf. L1 ED 303 296

Low Income Counties
"It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties.
77p. 1mf. L1 ED 303 283

Machine Readable Data
Strategic Plan for Managing and Preserving Electronic Records in New York State Government: Final Report of the Special Media Records Project.
44p. 1mf. L1 ED 303 172

Magnet Schools
Case Study of Two Corsini 4R Magnet Schools.
16p. 1mf. L1 ED 302 907
University High School: An Early Intervention Collaboration "From Scratch".
32p. 1mf. L1 ED 303 465

Mail Surveys
Kentucky Principal: A Self Perception.
33p. 1mf. L1 ED 302 924
Relationship between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools.
34p. 1mf. L1 ED 302 929
Teachers Education Follow-Up Surveys: Are the Respondents Representatives of the Group?
11p. 1mf. L1 ED 303 491

Mainstreaming
Attitude of Primary School Staff toward the Integration of Mildly Handicapped Children.
23p. 1mf. L1 ED 303 240
Effectiveness Indicators for Positive Integration of POHI (Physically and Other Health Impaired) Students.
41p. 1mf. L1 ED 303 001
Impact Evaluation of the Resource Access Projects, 1986-1987.
198p. 3mf. L1 ED 303 021
Impact Evaluation of the Resource Access Projects, 1983-1984.
209p. 3mf. L1 ED 303 020
Implementing a Program of Supportive Services to Severely Handicapped Preschool Age Children in Community Programs.
106p. 2mf. L1 ED 303 023
Reliability and Validity of a Scale To Measure Teachers' Attitudes toward Integration, in an Australian Context.
20p. 1mf. L1 ED 303 239

Maintenance
Aviation Maintenance Technology. Airframe. A203. Aircraft Fabric Covering, Painting, and Finishing. Instructor Material.
158p. 2mf. L1 ED 302 631
Aviation Maintenance Technology. Airframe. A201. Airframe Structures and Non-Metallic Structural Repairs. Instructor Material.
377p. 4mf. L1 ED 302 630
Site and Facilities: A Resource Book for Camps.
96p. 1mf. L2 ED 303 313

Majors (Students)
Career Planning and Academic Skills Workshops for Incoming Freshmen.
11p. 1mf. L1 ED 302 787
Study of Interests in Academic, Technical and Extracurricular College Programs by High School Juniors and Seniors.
64p. 1mf. L1 ED 303 211

Malaysia
Cross-Cultural Perspectives in Counseling: Mental Health Conceptions in Malaysia.
28p. 1mf. L1 ED 302 766

Males
Dead Heros: Surviving the Male Myth.
6p. 1mf. L1 ED 302 797
Educating Black Male Youth: A Moral and Civic Imperative. An Introspective Look at Black Male Students in the New Orleans Public Schools.
57p. 1mf. L1 ED 303 546
Program Description for the Phoenix Reception and Assessment Center.
14p. 1mf. L1 ED 302 791

Man Machine Systems
Annual Review of OCLC Research, June 1987-June 1988.
89p. 1mf. L2 ED 303 163

Management Development
Administrator Training Program. A Model of Educational Leadership.
16p. 1mf. L1 ED 302 882
Key Triad: Why? What? and How?
11p. 1mf. L1 ED 302 957
New Directions for Administrator Preparation. UCEA Monograph Series.
95p. 1mf. L1 ED 302 951
Organizing University Marketing.
20p. 1mf. L1 ED 303 126
Shortcuts to Excellence: Techniques To Increase Personal Productivity, Job Satisfaction and Organizational Effectiveness.
11p. 1mf. L1 ED 302 757
Status of Planned Learning Experiences for Educational Administrators.
12p. 1mf. L1 ED 302 935

Management Information Systems
Annual Review of OCLC Research, June 1987-June 1988.
89p. 1mf. L2 ED 303 163
Report of the Paperwork Reduction Task Force.
42p. 1mf. L1 ED 302 881

Management Systems
Energy Management for Human Service Agencies. Second Edition.
346p. 4mf. L1 ED 302 880
Using Participatory Management in a Traditional Environment.
22p. 1mf. L1 ED 302 895

Manitoba
National Grad Survey (University) 1984. #86-02.
35p. 1mf. L1 ED 303 130

Manufacturing
Assessment of Knowledge and Skills Needed in Selected Engineering Technician Fields: Mechanical/Manufacturing/Industrial.
137p. 2mf. L1 ED 302 627

Marine Education
Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833.
80p. 1mf. L1 ED 303 324

Market Research
Classifying the Consumers of Higher and Continuing Education.
16p. 1mf. L1 ED 303 125
Organizing University Marketing.
20p. 1mf. L1 ED 303 126

Marketing
Analyzing Marketing Strategies Designed To Increase Minority Student Enrollment at Selected Urban Community Colleges.
34p. 1mf. L1 ED 303 205
Care and Resources for Employees and Their Dependents.
56p. 1mf. L1 ED 303 251
Classifying the Consumers of Higher and Continuing Education.
16p. 1mf. L1 ED 303 125
Entrepreneurship Education Instructor's Manual. Competency-Based Education.
318p. 4mf. L1 ED 302 654
Marketing Higher Education to Adults.
25p. 1mf. L1 ED 302 664
Organizing University Marketing.
20p. 1mf. L1 ED 303 126

Marxism
Two Traditions in Economics: Implications for Teaching U.S. and World History.
31p. 1mf. L1 ED 303 401

Maryland
Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987.
325p. 4mf. L1 ED 303 385
Maryland Community Colleges Databook, January 1989.
182p. 2mf. L1 ED 303 227

Mass Media
Science for the Fun of It. A Guide to Informal Science Education.
137p. 2mf. L2 ED 303 318
Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology within the U.S. Hispanic Community. Revised Version.
25p. 1mf. L2 ED 303 157

Mass Media Effects
American Television: How Mass a Medium?
31p. 1mf. L1 ED 303 379
Assessing the Import of Media-Related Effects: Some Contextualist Considerations.
30p. 1mf. L1 ED 302 871
Cosmopolitan Media Use, Knowledge, and Attitudinal Differentiation of Countries.
28p. 1mf. L1 ED 302 870

Mass Media Use
American Television: How Mass a Medium?
31p. 1mf. L1 ED 303 379
Cosmopolitan Media Use, Knowledge, and Attitudinal Differentiation of Countries.
28p. 1mf. L1 ED 302 870

Master Teachers
Measurement of Student Perceptions of Teaching Competencies.
10p. 1mf. L1 ED 303 453

Masters Degrees
Making Teaching a Major Profession. Recommendations of the Joint Task Force on Teacher Preparation.
25p. 1mf. L1 ED 303 419

Mathematical Concepts
Fractions. Mathematics Series: Principles, Concepts and Applications.
198p. 3mf. L1 ED 303 348
Metaphors for Understanding Graphs: What You See Is What You See.
30p. 1mf. L1 ED 303 369
Posing Problems: One Aspect of Bringing Inquiry into Classrooms. Draft.
42p. 1mf. L1 ED 303 368
Understanding Students' Beliefs about Probability.
30p. 1mf. L1 ED 303 358

Mathematical Enrichment
Potpourri of Pascal Programs.
37p. 1mf. L1 ED 303 359

Mathematics Achievement
Basic Skills Assessment Program, Spring 1987. Annual Report No. 87-24.
189p. 2mf. L1 ED 303 467
Essential Learning Outcomes: Mathematics.
150p. 2mf. L2 ED 303 356
Evaluating the Mathematics Scores of Students Who Participate in a School Store.
11p. 1mf. L1 ED 303 513
School District Variables as Predictors of Mathematics Achievement.
27p. 1mf. L1 ED 303 497

Mathematics Anxiety
Factorial Validity of the Fennema-Sherman Mathematics Attitudes Scales.
15p. 1mf. L1 ED 303 493

Mathematics Association of America
Local Norms and Test Characteristics for Selected Forms of the M.A.A. Placement Test.
11p. 1mf. L1 ED 303 488

Mathematics Curriculum
Delivering Academic Excellence to Culturally Diverse Populations (Language Development through Math/Science Activities). Conference Proceedings (Saddle Brook, New Jersey, December 7-8, 1984).
60p. 1mf. L1 ED 303 528
Integrating Mathematics with the Study of Cultural Traditions.
10p. 1mf. L1 ED 303 540

Mathematics Education
Policy Implications of the Three R's of Mathematics Education: Revolution, Reform, and Research.
36p. 1mf. L1 ED 302 893
Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report.
194p. 3mf. L1 ED 303 353

Mathematics Instruction
Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report.
54p. 1mf. L1 ED 303 372
From Recitation to Construction: Teachers Change with New Technologies. Technical Report.
27p. 1mf. L1 ED 303 371
Integrating Mathematics with the Study of Cultural Traditions.
10p. 1mf. L1 ED 303 540
Metaphors for Understanding Graphs: What You See Is What You See.
30p. 1mf. L1 ED 303 369
Newspapers in Education: Elementary Activity Cards .
109p. 2mf. L1 ED 303 335
Policy Implications of the Three R's of Mathematics Education: Revolution, Reform, and Research.
36p. 1mf. L1 ED 302 893
Posing Problems: One Aspect of Bringing Inquiry into Classrooms. Draft.
42p. 1mf. L1 ED 303 368
Power Pacs for Teaching Home Economics Related Science and Math.
643p. 7mf. L1 ED 302 718
Teaching That Connects Students' Inquiry with Curricular Agendas in Schools. Technical Report.
32p. 1mf. L1 ED 303 370
Understanding Students' Beliefs about Probability.
30p. 1mf. L1 ED 303 358
Using the Newspaper in Secondary Mathematics.
14p. 1mf. L1 ED 303 334

Mathematics Materials
Mathematics and Your Horse.
40p. mf. L3 ED 303 354
Using the Newspaper in Secondary Mathematics.
14p. 1mf. L1 ED 303 334

Mathematics Skills
Fractions. Mathematics Series: Principles, Concepts and Applications.
198p. 3mf. L1 ED 303 348
Math Exit Competencies Handbook for Selected Kentucky Postsecondary Industrial Education Programs: Air Conditioning, Autobody, Automechanics, Carpentry, Drafting, Electricity, Electronics, Graphic Arts, Machine Shop, Masonry, Welding.
227p. 3mf. L1 ED 302 656
Mathematics and Your Horse.
40p. mf. L3 ED 303 354
Measurements. Mathematics Series: Principles, Concepts and Applications.
129p. 2mf. L1 ED 303 349

Mathematics Teachers
Effect of Active Research Involvement on Secondary Science and Mathematics Teachers.
19p. 1mf. L1 ED 303 338
Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City. Case 07-88.
166p. 2mf. L1 ED 303 342
From Recitation to Construction: Teachers Change with New Technologies. Technical Report.
27p. 1mf. L1 ED 303 371
Performance of Regularly and Irregularly Certified Teacher of Mathematics.
9p. 1mf. L1 ED 303 492
Policy Implications of the Three R's of Mathematics Education: Revolution, Reform, and Research.
36p. 1mf. L1 ED 302 893
Potpourri of Pascal Programs.
37p. 1mf. L1 ED 303 359

Mathematics Tests
Local Norms and Test Characteristics for Selected Forms of the M.A.A. Placement Test.
11p. 1mf. L1 ED 303 488
Posing Problems: One Aspect of Bringing Inquiry into Classrooms. Draft.
42p. 1mf. L1 ED 303 368

Maximum Likelihood Statistics
Consumer's Guide to LOGIST and BILOG.
76p. 1mf. L1 ED 303 473
Modeling Item Responses When Different Subjects Employ Different Solution Strategies.
58p. 1mf. L1 ED 303 474

Meaningfulness
Sources of Meaning through the Lifespan.
22p. 1mf. L1 ED 302 780

Measurement
Measurements. Mathematics Series: Principles, Concepts and Applications.
129p. 2mf. L1 ED 303 349

Measurement Techniques
Development and Uses of the Teaching Behaviors Questionnaire.
32p. 1mf. L1 ED 303 450
Measurements. Mathematics Series: Principles, Concepts and Applications.
129p. 2mf. L1 ED 303 349
Measuring School Effectiveness Using Hierarchical Linear Models.
22p. 1mf. L1 ED 303 477
Rating Variable Performance.
24p. 1mf. L1 ED 302 770
Reflective Teaching and Teacher Effectiveness: Measurement Considerations.
15p. 1mf. L2 ED 303 506

Media Research
Assessing the Import of Media-Related Effects: Some Contextualist Considerations.
30p. 1mf. L1 ED 302 871

Media Selection
Requirements for the Use of Courseware in Mother Tongue Education.
13p. 1mf. L1 ED 303 035

Media Specialists
Media Coordinator Performance Appraisal Instrument. Workshop Participant's Manual.
62p. 1mf. L1 ED 303 145
Online Information Services for Secondary School Students: A Current Assessment. ERIC Digest.
3p. 1mf. L1 ED 303 175

Medical Care Evaluation
Blood Cholesterol Measurement in Clinical Laboratories in the United States. Current Status. A Report from the Laboratory Standardization Panel of the National Cholesterol Education Program.
32p. 1mf. L1 ED 303 442

Medical Education
Clinical Experiences in Educational Administration: A Selected Bibliography, 1960-1987. A UCEA Resource Document, #1402.
30p. 1mf. L1 ED 302 955
Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820

Medical Services
Family-Centered Health Care for Medically Fragile Children: Principles and Practices.
37p. 1mf. L1 ED 303 000
High Blood Cholesterol in Adults. Report of the Expert Panel on Detection, Evaluation, and Treatment.
92p. 1mf. L1 ED 303 440

Meetings
Special Events: Planning for Success.
82p. 1mf. L2 ED 303 121

Mental Disorders
Cross-Cultural Perspectives in Counseling: Mental Health Conceptions in Malaysia.
28p. 1mf. L1 ED 302 766
Homeless Mentally Ill: Problems and Options in Estimating Numbers and Trends. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
123p. 2mf. L1 ED 302 738
Mental Health, United States, 1987.
295p. 4mf. L1 ED 302 741
Pornography, Human Mutilation and Psychological Dysfunction.
11p. 1mf. L1 ED 302 792
Stress, Appraisal, and Coping in Spouses of Demented Elderly: Predictors of Psychological Well-Being.
38p. 1mf. L1 ED 302 779

Mental Health
Mental Health Problems of Disaster Victims.
21p. 1mf. L1 ED 302 774
Mental Health, United States, 1987.
295p. 4mf. L1 ED 302 741

Mental Health Programs
Quality Assurance: Administrator's Panacea or Pandemonium.
18p. 1mf. L1 ED 302 756

Mental Retardation
Camping Out: An Outdoor Education Program.
81p. 1mf. L2 ED 303 013
Cognitive Strategies for Mentally Handicapped Clients.
21p. 1mf. L1 ED 302 800
Jean Piaget Archives Bibliography on Mental Retardation.
21p. 1mf. L1 ED 302 997
Summary of the Minnesota Case Management Study. Brief Report #88-2.
46p. 1mf. L1 ED 302 989
Vulnerable: Sexual Abuse and People with an Intellectual Handicap.
128p. 2mf. L2 ED 302 975

Mentors
CUNY/BOE Student Mentor Program: A Collaborative Program. Mentor Handbook.
41p. 1mf. L1 ED 302 759
Designing and Implementing a Collaborative Model for Minority Recruitment. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 078
Getting at the Core of the New York State Mentor Teacher-Internship Program: Relationships.
28p. 1mf. L1 ED 303 463
New York State Mentor Teacher-Internship Program for 1986-1987. A Report to the State Education Department.
206p. 3mf. L1 ED 303 421
Partners in Growth: Elder Mentors and At-Risk Youth.
95p. 1mf. L2 ED 303 561
Teacher Induction: A Survey of Experienced Teachers.
8p. 1mf. L1 ED 303 455

Mercer County Community College NJ
Comparative Study of the Quality of Academic Advisement as Perceived by Day and Evening Students.
61p. 1mf. L1 ED 303 197

Metalinguistics
Le Developpement du francais oral soutenu par l'analyse du langage, 3e-6e annee (The Development of Sustained Oral French through Language Analysis, Grades 3-6). Serie: Le Francais a l'ecole primaire. Documentation pedagogique numero 9.
131p. 2mf. L2 ED 303 042
Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11.
61p. 1mf. L2 ED 303 043

Metaphorical Thought
Context and the Development of Metaphor Comprehension. Technical Report No. 444.
16p. 1mf. L1 ED 302 824

Metaphors
Context and the Development of Metaphor Comprehension. Technical Report No. 444.
16p. 1mf. L1 ED 302 824
Metaphors for Understanding Graphs: What You See Is What You See.
30p. 1mf. L1 ED 303 369

Mexican American Education
San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report.
209p. 3mf. L1 ED 303 286

Microcomputer Based Laboratory
Curriculum Reformulation: Incorporating Technology into Science Instruction.
53p. 1mf. L1 ED 303 352

Microcomputers
Change in Public Education: A Technological Perspective. Trends & Issues, Series Number 1.
32p. 1mf. L1 ED 302 940
Crazy Critters: Creating New Life Forms in Logo.
17p. 1mf. L1 ED 303 137
Express Yourself: Communication Disabilities Need Not Be Handicaps.
182p. 2mf. L2 ED 303 012
Improving the Consistency in Which Teachers of Grades Fourth through Sixth Use Microcomputers To Assist Instruction.
91p. 1mf. L2 ED 303 143
Logo and Lexical Categories.
12p. 1mf. L1 ED 303 144
Microcomputers. LC Science Tracer Bullet.
17p. 1mf. L1 ED 303 173
Practical Downloading to Desktop Publishing: Enhancing the Delivery of Information.
7p. 1mf. L1 ED 303 181
Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology within the U.S. Hispanic Community. Revised Version.
25p. 1mf. L2 ED 303 157
Understanding Library Microcomputer Systems. Professional Skills Series.
136p. 2mf. L2 ED 303 182

Middle Aged Adults
Prime Time Women. An Analysis of Older Women on Entertainment Television.
30p. 1mf. L2 ED 303 148

Middle Class Students
Comparison of Black and White Middle Class Children's Performance on Three Ability Measures.
12p. 1mf. L1 ED 303 545

Middle School Students
Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2.
19p. 1mf. L2 ED 303 553

Middle Schools
Cooperative Learning in the Middle School.
15p. 1mf. L1 ED 302 866
Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2.
19p. 1mf. L2 ED 303 553
Introducing New Organizational Structures in Education: The Importance of Understanding the Formation of Organizational Cultures.
29p. 1mf. L1 ED 303 272
Motivation of Middle School Students.
4p. 1mf. L1 ED 303 495
Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center.
124p. 2mf. L1 ED 303 529

Migration
Race and Geographical Mobility in the United States, 1940-1980.
32p. 1mf. L2 ED 303 533

Mild Disabilities
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Final Report.
102p. 2mf. L1 ED 303 006
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Manual for Best Practices and Procedures.
25p. 1mf. L1 ED 303 005
Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth.
73p. 1mf. L1 ED 303 019

Mild Mental Retardation
Attitude of Primary School Staff toward the Integration of Mildly Handicapped Children.
23p. 1mf. L1 ED 303 240
Child Care. Exemplary Prevocational Programs for the Educable Mentally Retarded in Mississippi. PVO Unit XI--Miniunits 1-9.
83p. 1mf. L1 ED 302 720
Sewing. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XIII--Miniunits 1-10.
94p. 1mf. L1 ED 302 722

Minimum Competencies
Defining the Infancy Specialization in Early Childhood Special Education.
17p. 1mf. L1 ED 302 970
Development of a Competency-Based Vocational Articulation Program between Mercer County Community College and Four Secondary Schools.
113p. 2mf. L1 ED 303 212

Minimum Competency Testing
Basic Skills Assessment Program, Spring 1987. Annual Report No. 87-24.
189p. 2mf. L1 ED 303 467
Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas.
22p. 1mf. L1 ED 303 485
Development of a Competency-Based Vocational Articulation Program between Mercer County Community College and Four Secondary Schools.
113p. 2mf. L1 ED 303 212
Guidelines for Testing Exceptional Students.
37p. 1mf. L1 ED 303 025

Mining
Selective Guide to Literature on Mining Engineering. Engineering Literature Guides, Number 6.
43p. mf. L3 ED 303 331

Minnesota
Summary of the Minnesota Case Management Study. Brief Report #88-2.
46p. 1mf. L1 ED 302 989

Minnesota (Minneapolis)
Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children.
69p. 1mf. L1 ED 303 243

Minority Group Children
Increasing Minority Participation in the Greensboro Academically Gifted Program without Changing Entrance Criteria.
6p. 1mf. L1 ED 302 999
Integrating Mathematics with the Study of Cultural Traditions.
10p. 1mf. L1 ED 303 540

Minority Group Teachers
Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29.
4p. 1mf. L1 ED 302 898

Minority Groups
Analyzing Marketing Strategies Designed To Increase Minority Student Enrollment at Selected Urban Community Colleges.
34p. 1mf. L1 ED 303 205
Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88.
23p. 1mf. L1 ED 303 479
Cultural Diversity: Increasing Achievement through Equity.
10p. 1mf. L1 ED 303 527
Delivering Academic Excellence to Culturally Diverse Populations (Language Development through Math/Science Activities). Conference Proceedings (Saddle Brook, New Jersey, December 7-8, 1984).
60p. 1mf. L1 ED 303 528
Designing and Implementing a Collaborative Model for Minority Recruitment. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 078
Equity and Excellence in Education Reform: An Unfinished Agenda.
35p. 1mf. L1 ED 302 960
Information Technology and the Wasted Resource. IT and Under-Represented Learners.
49p. 1mf. L1 ED 302 644
Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper.
33p. 1mf. L1 ED 303 076
Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report.
194p. 3mf. L1 ED 303 353
University High School: An Early Intervention Collaboration "From Scratch".
32p. 1mf. L1 ED 303 465
Validation of an Identity Development Model.
9p. 1mf. L1 ED 303 531

Misconceptions
Can Models Foster Conceptual Change? The Case of Heat and Temperature. Technical Report.
158p. 2mf. L1 ED 303 365
Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
15p. 1mf. L1 ED 302 821
Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions.
55p. 1mf. L1 ED 303 367
Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820
Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report.
200p. 3mf. L1 ED 303 375
Understanding Students' Beliefs about Probability.
30p. 1mf. L1 ED 303 358

Mississippi
Comparison of Differences in Extracurricular Activity Participation, Achievement, and Attitudes toward School of Public School Ninth Grade Students Attending Junior High School and Those Attending Senior High Schools in Mississippi.
9p. 1mf. L1 ED 303 494
Pilot Testing of a Needs Assessment Instrument in a Mississippi School District.
13p. 1mf. L1 ED 303 502
Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors.
20p. 1mf. L1 ED 302 925
School District Variables as Predictors of Mathematics Achievement.
27p. 1mf. L1 ED 303 497
Study of the Impact of the Educational Reform Movement on Mississippi Schools.
21p. 1mf. L1 ED 302 926

Models
Alternative Model for the Assessment of Organizational Effectiveness for Higher Education Institutions in Developing Countries. ASHE 1988 Annual Meeting Paper.
63p. 1mf. L1 ED 303 071
Governor's Task Force on Adult Literacy.
28p. 1mf. L1 ED 302 625
Integrated Developmental Model of Supervision.
9p. 1mf. L1 ED 302 789
Modeling Item Responses When Different Subjects Employ Different Solution Strategies.
58p. 1mf. L1 ED 303 474
Retention/Promotion/Transition in the Early Grades: A Research Brief.
9p. 1mf. L1 ED 303 278
Staffing Patterns and Team Models in Infancy Programs.
19p. 1mf. L1 ED 302 969

Modern History
Culture in Crisis: Cambodian Refugees in California.
9p. 1mf. L1 ED 303 530

Moguls
Leadership Indian Style: A Comparison of Kautilya's Advice with Akbar's Experience. Draft Copy.
37p. 1mf. L1 ED 303 403

Money Management
Financial Report of Ontario Universities, 1987-88. Volume III--Physical Plant Operating Expenses.
46p. 1mf. L2 ED 303 120
Financial Report of Ontario Universities, 1987-88. Volume II--Affiliated and Federated Colleges and Universities.
269p. 3mf. L2 ED 303 119
Financial Report of Ontario Universities, 1987-88. Volume I--Universities.
296p. 4mf. L2 ED 303 118
Planning and Managing Personal Finances.
47p. 1mf. L1 ED 302 636
Reconceptualization of the Budget Envelope.
12p. 1mf. L1 ED 302 939

Monte Carlo Methods
Finding a Correction for the Sampling Error in Multivariate Measures of Relationship: A Monte Carlo Study.
43p. 1mf. L1 ED 303 523

Moraine Valley Community College IL
Community College Advanced Technology Centers: Meeting America's Need for Integrated, Comprehensive Economic Development.
12p. 1mf. L1 ED 302 735

Moral Issues
Why Americans Can't Handle Censorship (Even for Children).
30p. 1mf. L1 ED 302 945

Moral Values
Children's Use of Effort and Intentionality in Social Judgments of Others.
19p. 1mf. L1 ED 303 260
Development of Justifications for Moral Judgements.
33p. 1mf. L1 ED 303 259
Moral Dimensions of Curriculum Choices.
14p. 1mf. L1 ED 302 896
University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.
77p. 1mf. L1 ED 303 100
What Research Tells the Principal about the Teaching of Values.
30p. 1mf. L1 ED 303 476

Morphology (Languages)
Morphological Families in the Internal Lexicon. Technical Report No. 450.
36p. 1mf. L1 ED 302 829

Mothers
Employed Parents' Depression: Effects of Spouse Support and Child Behavior.
18p. 1mf. L1 ED 302 748

Motivation
Amelia Bedelia in the Library or Effective Communication for Leadership.
17p. 1mf. L2 ED 303 184
Changing Organizational Cultures in Libraries through Effective Leadership Communication.
23p. 1mf. L1 ED 303 185
From Present to Future: Beyond "Becoming a Nation of Readers." Technical Report No. 443.
22p. 1mf. L1 ED 302 823

Motivation Techniques
Motivation in the Reading Curriculum.
13p. 1mf. L1 ED 302 805
Using the Newspaper in Secondary Mathematics.
14p. 1mf. L1 ED 303 334

Motor Development
Baby Moves: Relation to Learning.
20p. 1mf. L1 ED 303 273

Multicultural Education
Cultural Diversity: Increasing Achievement through Equity.
10p. 1mf. L1 ED 303 527
Early Childhood Program Administrators and Parents from Third World Countries.
13p. 1mf. L1 ED 303 250
Integrating Mathematics with the Study of Cultural Traditions.
10p. 1mf. L1 ED 303 540
Multicultural Education for the Classroom.
12p. 1mf. L1 ED 303 425
Multicultural Resources for Literature. Grade One to Grade Six. Grade Seven to Grade Twelve.
33p. 1mf. L1 ED 303 292

Multicultural Materials
Cultural Pride: Curriculum Unit. Latino Family Life Education Curriculum Series.
161p. 2mf. L2 ED 303 541
Cultural Pride: Student Workbook. Latino Family Life Education Curriculum Series.
92p. 1mf. L2 ED 303 542

Multigraded Classes
Small Catholic Elementary School: Advantages and Opportunities.
126p. 2mf. L1 ED 303 290

Multiple Choice Tests
Empirical Comparison of a Direct and an Indirect Method of Assessing Writing Proficiency.
62p. 1mf. L1 ED 303 519
Measurement Characteristics of a "No-Guessing" Administration of the Finding Embedded Figures Test--Research Edition.
25p. 1mf. L1 ED 303 487
Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987.
19p. 1mf. L1 ED 303 472
Verbal Reports of Thinking and Multiple-Choice Critical Thinking Test Design. Technical Report No. 447.
33p. 1mf. L1 ED 302 826
Verbal Reports of Thinking as Data for Validating Multiple-Choice Tests. Technical Report No. 445.
22p. 1mf. L1 ED 302 825

Multiple Disabilities
Camping Out: An Outdoor Education Program.
81p. 1mf. L2 ED 303 013
Integrating Computers and Electronic Technology into the Curriculum for Students with Multiple Handicaps.
78p. 1mf. L1 ED 303 017
Teaching Curriculum Goals in Routine Environments: A Manual for the Instruction of Multi-Handicapped Students.
132p. 2mf. L2 ED 302 987

Multiple Employment
Moonlighting among Public School Teachers. Survey Report.
51p. 1mf. L1 ED 303 456

Multiple Roles
Mediators of Stress and Role Satisfaction in Multiple Role Persons.
42p. 1mf. L1 ED 302 772

Multipurpose Academic Units
Managing Industrial Teacher Education Programs in a Multi-Purpose Academic Unit--Selected Issues.
14p. 1mf. L1 ED 302 714

Multivariate Analysis
Benefits of Using Planned Comparisons Rather Than Post Hoc Tests: A Brief Review with Examples.
15p. 1mf. L1 ED 303 490
Finding a Correction for the Sampling Error in Multivariate Measures of Relationship: A Monte Carlo Study.
43p. 1mf. L1 ED 303 523
Use of A Priori Techniques with a MANOVA.
22p. 1mf. L1 ED 303 504

Museums
Science for the Fun of It. A Guide to Informal Science Education.
137p. 2mf. L2 ED 303 318

Music
Selected Publications Concerning Byzantine and Neo-Byzantine Music: An Annotated Bibliography.
7p. 1mf. L1 ED 303 387

My Education Scale
Motivation of Middle School Students.
4p. 1mf. L1 ED 303 495

Myers Briggs Type Indicator
Confirmatory Factor Analysis of Data from the Myers-Briggs Type Indicator.
20p. 1mf. L1 ED 303 489

Mythology
Dead Heros: Surviving the Male Myth.
6p. 1mf. L1 ED 302 797
Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

Nashville Metropolitan Public Schools TN
Three-Year Longitudinal Study of Small Class Size: The Metro-Nashville Public Schools Study: 1984-87.
29p. 1mf. L1 ED 302 928

National Association of State Boards of Edu
Joining Forces: Linking the Education and Social Welfare Systems To Help At-Risk Children and Youth.
7p. 1mf. L1 ED 302 917

National Cancer Institute
Tobacco Use Behavior in Grades 5-12.
22p. 1mf. L2 ED 302 948

National Endowment for the Humanities
Humanities in America. A Report to the President, the Congress, and the American People.
49p. 1mf. L1 ED 303 408

National Institute Automotive Service Excel
Kentucky's Automotive Certification Program.
15p. 1mf. L1 ED 302 653

National Longitudinal Study High School Cla
Academic Achievement and Self Attitudes: A Longitudinal Study with Background Controlled.
13p. 1mf. L1 ED 303 526

National Norms
American Freshman: National Norms for Fall 1988.
245p. 3mf. L2 ED 303 133

National Occupational Information Coordinat
Coordinating Career Counseling and Occupational Information Systems in the United States.
15p. 1mf. L1 ED 302 803

National Science Foundation
Effect of Active Research Involvement on Secondary Science and Mathematics Teachers.
19p. 1mf. L1 ED 303 338

Native Language Instruction
"Language Struggle" in South Africa: Emergence and Development in Educational Policy. 1987-1988 World Education Monograph Series, Number One.
26p. 1mf. L1 ED 303 028
Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11.
61p. 1mf. L2 ED 303 043
Project Caribe, 1986-1987. OEA Evaluation Report.
48p. 1mf. L1 ED 303 050
Requirements for the Use of Courseware in Mother Tongue Education.
13p. 1mf. L1 ED 303 035

Natural Disasters
Mental Health Problems of Disaster Victims.
21p. 1mf. L1 ED 302 774

(Continued)

Natural Disasters *(Continued)*
Natural Disasters and Cultural Responses. Studies in Third World Societies. Publication Number Thirty-six.
260p. 3mf. L1 ED 303 394

Naturalistic Observation
Problem Solving Behaviors of Successful and Unsuccessful Subjects Leading to a Genetics Problem Solving Model.
39p. 1mf. L1 ED 303 376

Navajo (Nation)
Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

Need Analysis (Student Financial Aid)
Professional Judgment in Need Analysis. NASFAA Monograph Series Number VII.
43p. 1mf. L1 ED 303 057

Needs Assessment
Contrast/Comparison of Needs Assessment and Curricular Evaluation for Management Careers in Athletics and Intramurals.
23p. 1mf. L1 ED 303 451
Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches.
16p. 1mf. L1 ED 302 998
New Technologies in the 1990s: A Socio-Economic Strategy. Conclusions and Recommendations of a Group of Experts on the Social Aspects of New Technologies.
24p. 1mf. L2 ED 303 140
Pilot Testing of a Needs Assessment Instrument in a Mississippi School District.
13p. 1mf. L1 ED 303 502
Promotional Techniques for the Small Budget. (There Is More to Athletic Promotions Than Meets the Eye.)
11p. 1mf. L1 ED 303 447
Reading Effectiveness Program. Elementary Curriculum Guide.
244p. 3mf. L1 ED 302 814
Staff Development Coordinators Assess the Administrative Needs of Georgia's 186 Local School Systems: A 1988 Survey.
27p. 1mf. L1 ED 303 459
Study of the Design and Testing of Values To Be Derived in the Training of Librarians through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship.
44p. 1mf. L1 ED 303 160
Summer Youth Job Program: Congressional Action Has Increased Emphasis on Remedial Education. Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, U.S. Senate.
95p. 1mf. L1 ED 303 536
Teacher Education for Future Generations: A Dynamic Process of Assessment and Evaluation.
44p. 1mf. L1 ED 303 466
Training Bibliography.
198p. 3mf. L1 ED 302 672
User Surveys. SPEC Kit 148.
120p. 2mf. L2 ED 303 183

Negative Attitudes
Sources of Workers' Subcultures in Organization: A Case Study of a Public School Faculty.
26p. 1mf. L1 ED 303 433

Neighborhood Schools
Neighborhood Organizing for Urban School Reform.
182p. mf. L3 ED 303 550

Neo Byzantine Music
Selected Publications Concerning Byzantine and Neo-Byzantine Music: An Annotated Bibliography.
7p. 1mf. L1 ED 303 387

Neoclassical Economics
Two Traditions in Economics: Implications for Teaching U.S. and World History.
31p. 1mf. L1 ED 303 401

Network Analysis
Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report.
14p. 1mf. L1 ED 303 374
Talking about Teaching, by Writing: The Use of Computer-Based Conferencing for Collegial Exchange among Teachers. Technical Report.
116p. 2mf. L1 ED 303 363

Networks
Implementing ISDN: A Sociotechnical Analysis.
21p. 1mf. L1 ED 303 138

Neurological Impairments
Head-Injured College Student.
81p. mf. L3 ED 303 002

Neurological Impress Method
Study of Peer Tutors Using the Neurological Impress Method.
14p. 1mf. L1 ED 302 837

Neurology
Head-Injured College Student.
81p. mf. L3 ED 303 002

New Colleges
Proposed Establishment of San Jose State University's Tri-County Center in Salinas. A Report to the Governor and Legislature in Response to a Request by the California State University for Funds to Create an Off-Campus Center to Serve Monterey, San Benito, and Santa Cruz Counties. Report No. 88-37.
103p. 2mf. L1 ED 303 110

New Hampshire
Graduate Placement Report Annual Summary, 1988. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute.
19p. 1mf. L1 ED 303 222

New Jersey (Trenton)
What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative.
28p. 1mf. L1 ED 303 562

New Mexico
New Mexico Dropout Study, 1986-87 School Year.
23p. 1mf. L1 ED 303 289

New Orleans Public Schools LA
Educating Black Male Youth: A Moral and Civic Imperative. An Introspective Look at Black Male Students in the New Orleans Public Schools.
57p. 1mf. L1 ED 303 546

New York
Age Group and Sex of Students. Fall 1987. Report No. 8-88.
637p. 7mf. L1 ED 303 116
Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City. Case 07-88.
166p. 2mf. L1 ED 303 342
From Recommendations to Reality. A Paper on School Reform Issues.
30p. 1mf. L1 ED 302 910
Institution Libraries Statistics; 1985-86, 1986-87.
54p. 1mf. L1 ED 303 168
Library Service to the People of New York State. A Long-Range Program, October 1, 1988-September 30, 1993, for the Improvement of Library Services Utilizing Local, State, and Federal Resources.
50p. 1mf. L1 ED 303 169
LSCA Program Purposes: Needs and Intended Actions. Supplement 1 to Library Service to the People of New York State, October 1, 1988 through September 30, 1993.
26p. 1mf. L1 ED 303 170
New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System. 1986-87 .
136p. 2mf. L1 ED 303 548
New York, The State of Learning: Statewide Profile of the Educational System. Statistical Profiles of Public School Districts. 1987-88 .
237p. 3mf. L1 ED 303 549
Policy Guidelines on the Administration of LSCA Funds, 1988-89. Supplement 2 to "Library Service to the People of New York State, October 1, 1988 through September 30, 1993."
20p. 1mf. L1 ED 303 171
Preschool Puzzle: A Study of Early Intervention Programs and Services.
94p. 1mf. L1 ED 302 991
Strategic Plan for Managing and Preserving Electronic Records in New York State Government: Final Report of the Special Media Records Project.
44p. 1mf. L1 ED 303 172
Time for Assertive Action: School Strategies for Promoting the Education Success of At-Risk Children. Report of the Commissioner's Task Force on the Education of Children and Youth At-Risk.
35p. 1mf. L1 ED 303 534

New York (New York)
Immigration in New York.
268p. mf. L3 ED 303 557
Starting Over: Characteristics of Adult Literacy Learners.
112p. 2mf. L1 ED 302 723

New York City Board of Education
Follow-Up Study of the 1982-83 Promotional Gates Students. OEA Evaluation Report.
50p. 1mf. L1 ED 303 556

New York State Mentor Teacher Internship Pr
Getting at the Core of the New York State Mentor Teacher-Internship Program: Relationships.
28p. 1mf. L1 ED 303 463
New York State Mentor Teacher-Internship Program for 1986-1987. A Report to the State Education Department.
206p. 3mf. L1 ED 303 421

New York Times
Vocabulary of Cultural Literacy in a Newspaper of Substance.
17p. 1mf. L1 ED 302 836

New Zealand
Education and the Economy. A Vocational Perspective. A Vocational Training Council Discussion Paper Based on a Survey Conducted between July and November 1985.
29p. 1mf. L1 ED 302 673
Role of Vocational Education in Preparing Young People for Adult Life and Employment. A Discussion Paper.
68p. 1mf. L1 ED 302 671
Three's Company? An Evaluation of the Effect of a Third Teacher in Selected Kindergartens. Abridged Version of Report.
32p. 1mf. L1 ED 303 233
Towards a Fair and Just Society.
62p. 1mf. L1 ED 303 234

Newspapers
Cosmopolitan Media Use, Knowledge, and Attitudinal Differentiation of Countries.
28p. 1mf. L1 ED 302 870
Free Press & Fair Trial. Revised Edition.
101p. 2mf. L2 ED 303 377
Newspapers in Education: Elementary Activity Cards .
109p. 2mf. L1 ED 303 335
Ready to Read!
119p. 2mf. L1 ED 302 840
Using the Newspaper in Secondary Mathematics.
14p. 1mf. L1 ED 303 334
Using the Newspaper in Secondary Science.
28p. 1mf. L1 ED 303 333

Nineteenth Century
History of Women's Management Thought: A Snapshot.
30p. 1mf. L1 ED 303 393

No Guessing Format
Measurement Characteristics of a "No-Guessing" Administration of the Finding Embedded Figures Test--Research Edition.
25p. 1mf. L1 ED 303 487

Noncognitive Questionnaire
Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88.
23p. 1mf. L1 ED 303 479
Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88.
26p. 1mf. L1 ED 303 483

Noncollege Bound Students
Workforce 2000: Education-Training-Skills.
15p. 1mf. L1 ED 302 730

Noncustodial Parents
Non-Custodial Parent's Report of Child Support Payments.
21p. 1mf. L1 ED 302 786

Nonformal Education
Science for the Fun of It. A Guide to Informal Science Education.
137p. 2mf. L2 ED 303 318

Noninstructional Responsibility
Report of the Paperwork Reduction Task Force.
42p. 1mf. L1 ED 302 881

Nonmetropolitan Areas
Implications of Economic, Social, and Educational Developments in Rural America for Rural School Systems.
20p. 1mf. L1 ED 303 305
Rural Areas in the 1980s: Prologue to the 21st Century.
26p. 1mf. L1 ED 303 304

Nontraditional Education
"Personal Growth: A Continuation High School Drug Defense."
12p. 1mf. L1 ED 302 760
Case Study of Two Corsini 4R Magnet Schools.
16p. 1mf. L1 ED 302 907
Choosing a School for Your Child.
44p. 1mf. L1 ED 302 872
Comparison of Attitude toward School Subjects and Achievement in an Alternative and Traditional Elementary School.
17p. 1mf. L1 ED 302 914
Conversion of Teachers: Principal Influence and Teacher Autonomy.
34p. 1mf. L1 ED 302 877
Transition from School to Employment for the "At Risk" Student: Two Models.
21p. 1mf. L1 ED 302 802

Nontraditional Occupations
Gender and Grade Expectation in University Students.
13p. 1mf. L1 ED 302 781

Nontraditional Students
Information Technology and the Wasted Resource. IT and Under-Represented Learners.
49p. 1mf. L1 ED 302 644

Nontransfer Students
Study of the Role of Community Colleges in the Achievement of the Bachelor's Degree in Washington State: Results of the Spring 1988 Bachelor's Degree Survey. Operations Report Number 89-1.
37p. 1mf. L1 ED 303 199

Normal Children
Comparison of the Classroom and Playground Behaviour of Mildly Disabled and Non-Disabled Students in an Integrated Educational Setting.
37p. 1mf. L1 ED 303 237

Normalization (Handicapped)
Implementing a Program of Supportive Services to Severely Handicapped Preschool Age Children in Community Programs.
106p. 2mf. L1 ED 303 023

North Carolina
Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1987-88. Volume 23.
123p. 2mf. L1 ED 303 206
Chapter 1 in North Carolina, 1986-1987.
36p. 1mf. L1 ED 303 537
Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System.
38p. 1mf. L1 ED 303 202
Guidelines for Testing Exceptional Students.
37p. 1mf. L1 ED 303 025
North Carolina Vocational Education Performance Report. Program Year 1987-88.
104p. 2mf. L1 ED 302 728
Vocational Education Home Economics Education Teacher Handbook Grades 7-12. North Carolina Competency-Based Curriculum.
491p. 6mf. L1 ED 302 737

North Carolina (Cleveland County)
Cleveland County: A Special Report 1988.
68p. 1mf. L1 ED 303 293

North Dakota
Legal Liability of Children and Parents in North Dakota.
47p. 1mf. L1 ED 303 235
Study of Transfer Students at Public Institutions of Higher Education in North Dakota.
44p. 1mf. L1 ED 303 114

North Dakota Scholars Program
What New Students Are Thinking. A Survey of the 1988 North Dakota Scholars Program Candidates.
44p. 1mf. L1 ED 303 115

Northern Illinois University
Institutional Research's Role in Enrollment Management: One Institution's Trials and Tribulations.
16p. 1mf. L1 ED 303 124

Nuclear Family
Parental Separation Effects and Family Influences on Children's Divergent Thinking Abilities.
17p. 1mf. L1 ED 303 478
Stress and Psychological Symptoms in Single and Dual Parent Families.
16p. 1mf. L1 ED 302 754

Nursing Education
International Partnership in Health Care and Education.
13p. 1mf. L1 ED 303 123

Nutrition
Healthy Young Children: A Manual for Programs.
346p. 4mf. L2 ED 303 264
High Blood Cholesterol in Adults. Report of the Expert Panel on Detection, Evaluation, and Treatment.
92p. 1mf. L1 ED 303 440
Poverty and Hunger in Hispanic America: The Inadequacy of Data for Policy Planning. Hearing before the Select Committee on Hunger. United States House of Representatives, One Hundredth Congress, Second Session (March 30, 1988).
179p. 2mf. L1 ED 303 294

Nutrition Instruction
Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1988. October 1987 through September 1988.
187p. 2mf. L1 ED 303 262

Occupational Home Economics
Power Pacs for Teaching Home Economics Related Science and Math.
643p. 7mf. L1 ED 302 718
Vocational Education Home Economics Education Teacher Handbook Grades 7-12. North Carolina Competency-Based Curriculum.
491p. 6mf. L1 ED 302 737

Occupational Information
Coordinating Career Counseling and Occupational Information Systems in the United States.
15p. 1mf. L1 ED 302 803
Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts.
479p. 5mf. L1 ED 302 648
Juvenile Counselor Knowledge/Skill Maps. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 704
What Do College and University Presidents Really Do? An Inside Look at Presidential Work. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 093

Occupational Mobility
Gender Differences in the Career Paths of Educational Administrators in Pennsylvania.
26p. 1mf. L1 ED 302 876

Occupational Tests
Business Education Tests for Selected Office Occupations.
200p. 3mf. L1 ED 302 717
Corrections Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
54p. 1mf. L1 ED 302 694
Corrections Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 695
Corrections Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
130p. 2mf. L1 ED 302 693
Development, Validation, and Use of an Item Bank for Police Promotion Examinations.
6p. 1mf. L1 ED 303 496
Juvenile Counselor Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
52p. 1mf. L1 ED 302 701
Juvenile Counselor Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
133p. 2mf. L1 ED 302 700
Probation Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
50p. 1mf. L1 ED 302 708
Probation Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 709
Probation Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
131p. 2mf. L1 ED 302 707

OCLC
Annual Review of OCLC Research, June 1987-June 1988.
89p. 1mf. L2 ED 303 163
Guide to Special Collections in the OCLC Database.
120p. 2mf. L1 ED 303 164

Off Campus Facilities
Proposed Establishment of San Jose State University's Tri-County Center in Salinas. A Report to the Governor and Legislature in Response to a Request by the California State University for Funds to Create an Off-Campus Center to Serve Monterey, San Benito, and Santa Cruz Counties. Report No. 88-37.
103p. 2mf. L1 ED 303 110

Office Machines
Legal Office Procedures: Task Analyses. Competency-Based Education. Review Draft.
132p. 2mf. L1 ED 302 670

Office Occupations Education
Business Education Tests for Selected Office Occupations.
200p. 3mf. L1 ED 302 717
Developing an Industry Base for Office Education Programs.
212p. 3mf. L1 ED 302 719
Development of a Competency-Based Vocational Articulation Program between Mercer County Community College and Four Secondary Schools.
113p. 2mf. L1 ED 303 212
Legal Office Procedures: Task Analyses. Competency-Based Education. Review Draft.
132p. 2mf. L1 ED 302 670

Office of Educational Research and Improvem
Institutional Projects Funded by OERI. Revised April 1988.
79p. 1mf. L1 ED 303 159

Official Languages
Language Policy and Planning. ERIC Digest.
48p. 1mf. L1 ED 303 051
Les Enjeux juridiques et socio-politiques des conflits linguistiques: le cas de l'Ontario (The Legal and Sociopolitical Stakes of Language Conflicts: The Case of Ontario). Publication G-10.
164p. 2mf. L1 ED 303 041

Ohio
Study of the Vocational Assessment Process as Applied to Vocational Education. Final Report.
78p. 1mf. L1 ED 302 640

Ohio (Cleveland)
Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983.
21p. 1mf. L1 ED 303 538

Oklahoma City Public Schools
How One School District Implemented Site-Based School Improvement Planning Teams.
32p. 1mf. L1 ED 302 888

Older Adults
Nonmetro Elderly: Economic and Demographic Status.
46p. 1mf. L1 ED 303 296
Partners in Growth: Elder Mentors and At-Risk Youth.
95p. 1mf. L2 ED 303 561
Prevalence of Alcohol Abuse among the Elderly.
39p. 1mf. L1 ED 302 804
Prime Time Women. An Analysis of Older Women on Entertainment Television.
30p. 1mf. L2 ED 303 148
Stress, Appraisal, and Coping in Spouses of Demented Elderly: Predictors of Psychological Well-Being.
38p. 1mf. L1 ED 302 779

Olympic Games
Politics of International Sport: Games of Power. Headline Series No. 286.
76p. 1mf. L2 ED 303 395

On the Job Training
On-the-Job Training. A Tutor Guide for Training Job Instructors.
331p. 4mf. L1 ED 302 674

One Parent Family
Parental Separation Effects and Family Influences on Children's Divergent Thinking Abilities.
17p. 1mf. L1 ED 303 478
Stress and Psychological Symptoms in Single and Dual Parent Families.
16p. 1mf. L1 ED 302 754

Online Catalogs
Guide to Special Collections in the OCLC Database.
120p. 2mf. L1 ED 303 164

Online Searching
Online Information Services for Secondary School Students: A Current Assessment. ERIC Digest.
3p. 1mf. L1 ED 303 175

Online Systems
Usage Rates among TWU-ERIC and Other ERIC Bibliographic Systems on the Texas Woman's University, Denton, Campus.
15p. 1mf. L1 ED 303 162

Ontario
Financial Report of Ontario Universities, 1987-88. Volume II--Affiliated and Federated Colleges and Universities.
269p. 3mf. L2 ED 303 119
Financial Report of Ontario Universities, 1987-88. Volume I--Universities.
296p. 4mf. L2 ED 303 118
Financial Report of Ontario Universities, 1987-88. Volume III--Physical Plant Operating Expenses.
46p. 1mf. L2 ED 303 120
Les Enjeux juridiques et socio-politiques des conflits linguistiques: le cas de l'Ontario (The Legal and Sociopolitical Stakes of Language Conflicts: The Case of Ontario). Publication G-10.
164p. 2mf. L1 ED 303 041

Ontario (Toronto)
Who Are the Homeless? What Is Homelessness? The Politics of Defining an Emerging Policy Issue. U.B.C. Planning Papers: Discussion Papers #10.
26p. 1mf. L1 ED 303 565

Operating Expenses
Financial Report of Ontario Universities, 1987-88. Volume I--Universities.
296p. 4mf. L2 ED 303 118
Financial Report of Ontario Universities, 1987-88. Volume III--Physical Plant Operating Expenses.
46p. 1mf. L2 ED 303 120
Financial Report of Ontario Universities, 1987-88. Volume II--Affiliated and Federated Colleges and Universities.
269p. 3mf. L2 ED 303 119

Operation School Renewal NJ
What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative.
28p. 1mf. L1 ED 303 562

Oppression
Validation of an Identity Development Model.
9p. 1mf. L1 ED 303 531

Optical Data Disks
Optical Disk Formats: A Briefing. ERIC Digest.
3p. 1mf. L1 ED 303 176
Optical Disk Technology. A Brief Guide to Materials in the Library of Congress. LC Science Tracer Bullet.
11p. 1mf. L1 ED 303 174
Usage Rates among TWU-ERIC and Other ERIC Bibliographic Systems on the Texas Woman's University, Denton, Campus.
15p. 1mf. L1 ED 303 162

Oral Language
English Speech Rhythm and Its Teaching to Non-Native Speakers.
19p. 1mf. L1 ED 303 033
Le Developpement du francais oral soutenu par l'analyse du langage, 3e-6e annee (The Development of Sustained Oral French through Language Analysis, Grades 3-6). Serie: Le Francais a l'ecole primaire. Documentation pedagogique numero 9.
131p. 2mf. L2 ED 303 042
Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11.
61p. 1mf. L2 ED 303 043

Oral Reading
Learning To Read in Japan. Technical Report No. 449.
25p. 1mf. L1 ED 302 828

Oregon
Shaping Oregon's Social Studies: A Recommended Scope and Sequence for Oregon Schools.
40p. 1mf. L1 ED 303 404

Organisation for Economic Cooperation Devel
CERI's 20th Anniversary: A Special Supplement. Innovation in Education: News from the OECD-Paris, No. 51.
9p. 1mf. L2 ED 302 956

Organizational Change
Indicators of Change in American Higher Education. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 068
Restructuring Education in the Middle Grades.
17p. 1mf. L1 ED 302 921
Student Retention: Catalyst for Institutional Change.
78p. 1mf. L1 ED 303 196

Organizational Climate
Academic Work and Institutional Culture: An Analysis. ASHE 1988 Annual Meeting Paper.
24p. 1mf. L1 ED 303 085
Career Patterns and Role Performance of Part-Time Academics: The Impact of Sex and Setting. ASHE 1988 Annual Meeting Paper.
29p. 1mf. L1 ED 303 086
Education and the Global Marketplace.
11p. 1mf. L2 ED 302 685
Facilitating Teacher Engagement.
49p. 1mf. L1 ED 303 438
Great Place to Work: Improving Conditions for Staff in Young Children's Programs.
83p. 1mf. L1 ED 303 265
High School Order and Academic Achievement.
43p. 1mf. L1 ED 303 434
Institutional Factors That Motivate Research Activity in Research Universities. A Progress Report. ASHE 1988 Annual Meeting Paper.
17p. 1mf. L1 ED 303 081
Instruction and the Effects of Schooling.
38p. 1mf. L1 ED 303 435
Relationships between Organizational Climate, Job Satisfaction and Stress-Related Illnesses.
26p. 1mf. L1 ED 302 753
Secondary Teachers' Perceptions of School Organizational Climate Relative to Their Professional Growth and Development Attitudes.
23p. 1mf. L1 ED 302 962
Sources of Workers' Subcultures in Organization: A Case Study of a Public School Faculty.
26p. 1mf. L1 ED 303 433
Two Paradigms of Organizational Culture. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 074
University Context and Strategy Making. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 092

Organizational Culture
Introducing New Organizational Structures in Education: The Importance of Understanding the Formation of Organizational Cultures.
29p. 1mf. L1 ED 303 272

Organizational Development
Entrepreneurs in Academe: Exploration of Behaviors among Life Scientists. ASHE 1988 Annual Meeting Paper.
45p. 1mf. L1 ED 303 102
Great Place to Work: Improving Conditions for Staff in Young Children's Programs.
83p. 1mf. L1 ED 303 265

Organizational Effectiveness
Alternative Model for the Assessment of Organizational Effectiveness for Higher Education Institutions in Developing Countries. ASHE 1988 Annual Meeting Paper.
63p. 1mf. L1 ED 303 071
Instructional Improvement and the Control of Schools.
29p. 1mf. L1 ED 302 961
Neighborhood Organizing for Urban School Reform.
182p. mf. L3 ED 303 550

Organizational Objectives
Assessing the Institutional Effectiveness of Community and Technical Colleges.
67p. 1mf. L1 ED 303 193
Energizing an Institution for Excellence.
11p. 1mf. L1 ED 303 194
Long Range Plan, 1988-1991. Williamsport Area Community College.
26p. 1mf. L1 ED 303 217

Organizational Technology
Social-Technical Theory and Elementary Schools: An Exploratory Study.
17p. 1mf. L1 ED 303 510

Organizational Theories
Comparison of Measures of Administrator Reliance on Power Bases for Influence.
21p. 1mf. L1 ED 303 516
Social-Technical Theory and Elementary Schools: An Exploratory Study.
17p. 1mf. L1 ED 303 510

Organizations (Groups)
Directory of Organizations in Educational Management. Eighth Edition.
51p. 1mf. L1 ED 302 941
Economic and Community Development Resource Guide for Native Americans.
87p. 1mf. L1 ED 303 298
Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987.
325p. 4mf. L1 ED 303 385

Out of State Students
Review of Out-of-State/Out-of-Country Fees.
22p. 1mf. L1 ED 303 225

Outcomes of Education
Annotated Bibliography of the Importance of Developmentally Appropriate Practices in Today's Kindergartens.
81p. 1mf. L1 ED 303 274
Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 089
College Impact and Student Liberalism Revisited: The Effect of Student Peers. ASHE 1988 Annual Meeting Paper.
28p. 1mf. L1 ED 303 066
Essential Learning Outcomes: Communication Arts.
70p. 1mf. L2 ED 302 813
Labette Community College: Analysis of Alumni Survey Results for 1987 and 1988 Graduates.
37p. 1mf. L1 ED 303 215
Making Prevention a Way of Life: The Importance of Infant Development.
26p. 1mf. L1 ED 303 257
National Grad Survey (University) 1984, #86-02.
35p. 1mf. L1 ED 303 130
Project Directors' Annual Meeting Conference Proceedings (3rd, Washington, D.C., December 10-11, 1987).
134p. 2mf. L1 ED 303 003
Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.
13p. 1mf. L1 ED 303 221
Results of the Two-Year Pilot of the the Achievement Formula That Applies the Correlates of Effective Schools and Recommendations of the "Excellence" Reports To Predict, Monitor, and Enhance Student Achievement.
94p. 1mf. L1 ED 302 923
School Productivity, Class Size, and Choice.
5p. 1mf. L2 ED 302 905
Student Outcomes Assessment Survey 1987-88. ASHE 1988 Annual Meeting Paper.
39p. 1mf. L1 ED 303 084
(Continued)

Outcomes of Education *(Continued)*
Three-Year Longitudinal Study of Small Class Size: The Metro-Nashville Public Schools Study: 1984-87.
29p. 1mf. L1 ED 302 928

Outdoor Activities
Nature's Classroom: A Program Guide for Camps and Schools.
126p. 2mf. L2 ED 303 309

Outdoor Education
Camping Out: An Outdoor Education Program.
81p. 1mf. L2 ED 303 013
Nature's Classroom: A Program Guide for Camps and Schools.
126p. 2mf. L2 ED 303 309

Outdoor Recreation
Wilderness Crisis Management. Explore Magazine Technical Series No. 11.
5p. 1mf. L1 ED 303 297

Outreach Programs
Dissemination and Training: Moving toward State Impact.
8p. 1mf. L1 ED 302 908
Reaching and Involving Black Parents of Handicapped Children in Their Child's Education Program. Final Report. Minority Outreach Project.
24p. 1mf. L1 ED 302 982

Pacific Rim
Australian Education and the Pacific Rim: An Emerging Relationship.
33p. 1mf. L1 ED 302 911

Painting (Industrial Arts)
Aviation Maintenance Technology. Airframe. A203. Aircraft Fabric Covering, Painting, and Finishing. Instructor Material.
158p. 2mf. L1 ED 302 631

Paper and Pencil Tests
Computer-Based and Paper-Based Measurement of Semantic Knowledge.
34p. 1mf. L1 ED 303 518

Paperwork Reduction
Report of the Paperwork Reduction Task Force.
42p. 1mf. L1 ED 302 881

Paperwork Reduction Act 1980
Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16.
21p. 1mf. L1 ED 303 406

Paradigm Shifts
Making Prevention a Way of Life: The Importance of Infant Development.
26p. 1mf. L1 ED 303 257

Paralinguistics
Aspects of Western Subanon Formal Speech. Publications in Linguistics. Publication Number 81.
209p. 3mf. L1 ED 303 038

Parent Attitudes
Toddlers. Selected Papers Number 58.
24p. 1mf. L1 ED 303 236

Parent Child Relationship
Adolescent Responsibility, Parent-Child Relations, and School Performance.
34p. 1mf. L1 ED 303 253
You Can Help Your Young Child with Writing.
17p. 1mf. L1 ED 302 846

Parent Education
Parents as Teachers: Beginning at the Beginning.
5p. 1mf. L2 ED 303 254
Reaching and Involving Black Parents of Handicapped Children in Their Child's Education Program. Final Report. Minority Outreach Project.
24p. 1mf. L1 ED 302 982
Training Parents of Developmentally Delayed Children in Rural Areas.
35p. 1mf. L1 ED 302 979

Parent Participation
Choosing a School for Your Child.
44p. 1mf. L1 ED 302 872
Defining the Teacher's Task: Plato on Education.
26p. 1mf. L1 ED 303 396
Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students.
131p. 2mf. L1 ED 302 833
Dropout Prevention Strategies.
8p. 1mf. L2 ED 302 897
Family Choice and Parental Involvement in Inner-City Catholic High Schools: An Exploration of Psycho-Social and Organizational Factors.
49p. 1mf. L1 ED 302 950
Family-Centered Health Care for Medically Fragile Children: Principles and Practices.
37p. 1mf. L1 ED 303 000
First Teachers: Parental Involvement in the Public Schools.
57p. 1mf. L2 ED 302 883
How One School District Implemented Site-Based School Improvement Planning Teams.
32p. 1mf. L1 ED 302 888
Joining Forces: Linking the Education and Social Welfare Systems To Help At-Risk Children and Youth.
7p. 1mf. L1 ED 302 917
Parent Involvement in Early Childhood Special Education.
21p. 1mf. L1 ED 302 968
Parents as Teachers: Beginning at the Beginning.
5p. 1mf. L2 ED 303 254
Partner Project. Final Report.
144p. 2mf. L1 ED 302 977
Reaching and Involving Black Parents of Handicapped Children in Their Child's Education Program. Final Report. Minority Outreach Project.
24p. 1mf. L1 ED 302 982
Transitional Services Model for Preschool Children Preparing To Enter Kindergarten Involving Parents, Teachers, and Public Schools.
130p. 2mf. L1 ED 303 248
Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children.
69p. 1mf. L1 ED 303 243

Parent Role
Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182.
34p. 1mf. L2 ED 303 563
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators.
51p. 1mf. L1 ED 302 906
Feeding Techniques for Children Who Have Cleft Lip and Palate.
10p. 1mf. L2 ED 303 009
Non-Custodial Parent's Report of Child Support Payments.
21p. 1mf. L1 ED 302 786

Parent School Relationship
Choosing a School for Your Child.
44p. 1mf. L1 ED 302 872
Enhancing Parental Involvement in Fourth Grade Reading.
130p. 2mf. L1 ED 302 815
Family Choice and Parental Involvement in Inner-City Catholic High Schools: An Exploration of Psycho-Social and Organizational Factors.
49p. 1mf. L1 ED 302 950
First Teachers: Parental Involvement in the Public Schools.
57p. 1mf. L2 ED 302 883
Reaching and Involving Black Parents of Handicapped Children in Their Child's Education Program. Final Report. Minority Outreach Project.
24p. 1mf. L1 ED 302 982

Parent Student Relationship
Defining the Teacher's Task: Plato on Education.
26p. 1mf. L1 ED 303 396
Enhancing Parental Involvement in Fourth Grade Reading.
130p. 2mf. L1 ED 302 815

Parent Teacher Cooperation
Enhancing Parental Involvement in Fourth Grade Reading.
130p. 2mf. L1 ED 302 815

Parental Leave
Parental Leave: Estimated Cost of Revised Parental and Medical Leave Act Proposal. Report to the Chairman, Subcommittee on Children, Family, Drugs, and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.
8p. 1mf. L1 ED 303 249

Parenthood Education
Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174.
25p. 1mf. L2 ED 302 936

Parents
Legal Liability of Children and Parents in North Dakota.
47p. 1mf. L1 ED 303 235
Parental Leave: Estimated Cost of Revised Parental and Medical Leave Act Proposal. Report to the Chairman, Subcommittee on Children, Family, Drugs, and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.
8p. 1mf. L1 ED 303 249

Parents as Teachers
Parents as Teachers: Beginning at the Beginning.
5p. 1mf. L2 ED 303 254

Park Design
Access Guide to South Carolina State Parks for People with Special Needs.
49p. 1mf. L1 ED 302 983
Design Guidelines: Study of Handicapped Accessibility in South Carolina State Parks.
131p. 2mf. L1 ED 302 984

Parochial Schools
Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City, Case 07-88.
166p. 2mf. L1 ED 303 342

Part Time Faculty
Career Patterns and Role Performance of Part-Time Academics: The Impact of Sex and Setting. ASHE 1988 Annual Meeting Paper.
29p. 1mf. L1 ED 303 086

Participant Satisfaction
Comparison of Counseling Supervisors' and Trainees' Perceptions of Development.
15p. 1mf. L1 ED 302 773
F. Y. I. Institutional Research Reports Numbers 1-6.
41p. 1mf. L1 ED 303 231
Labette Community College: Analysis of Alumni Survey Results for 1987 and 1988 Graduates.
37p. 1mf. L1 ED 303 215
Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.
13p. 1mf. L1 ED 303 221
Study of the Role of Community Colleges in the Achievement of the Bachelor's Degree in Washington State: Results of the Spring 1988 Bachelor's Degree Survey. Operations Report Number 89-1.
37p. 1mf. L1 ED 303 199

Participation
Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1988. October 1987 through September 1988.
187p. 2mf. L1 ED 303 262

Participative Decision Making
Energizing an Institution for Excellence.
11p. 1mf. L1 ED 303 194
Family Choice and Parental Involvement in Inner-City Catholic High Schools: An Exploration of Psycho-Social and Organizational Factors.
49p. 1mf. L1 ED 302 950
Job-Saving Strategies: Worker Buyouts and QWL.
355p. 4mf. L2 ED 302 729
Moral Imagination and the Philosophy of School Leadership.
32p. 1mf. L1 ED 302 909
Partner Project. Final Report.
144p. 2mf. L1 ED 302 977
School-Based Management/Shared-Decision Making--a Pilot Program: A Historical Perspective.
278p. 3mf. L1 ED 302 933
Teacher Involvement: A Message for "Restructurers."
20p. 1mf. L1 ED 302 915
Using Participatory Management in a Traditional Environment.
22p. 1mf. L1 ED 302 895

Parties (Social Gatherings)
Omnibus of Fun. Volume 1. A Treasury of Fun for Recreation Leaders.
168p. 2mf. L2 ED 303 315

Partnerships in Education
International Partnership in Health Care and Education.
13p. 1mf. L1 ED 303 123

PASCAL Programing Language
Potpourri of Pascal Programs.
37p. 1mf. L1 ED 303 359

Paternity Establishment
Child Support Enforcement Program. Hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, Second Session (February 23, 25; and March 2, 1988).
642p. 7mf. L1 ED 303 268

Paying for College
Exploring the Effects of Ability-To-Pay on Persistence in College. ASHE 1988 Annual Meeting Paper.
42p. 1mf. L1 ED 303 096

Paying For College
Women Students with Dependent Children on Welfare: Educational Impact of Welfare Policy and Practice. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 097

Peace
U.S. Policies in Third World: An Economic Perspective.
12p. 1mf. L2 ED 302 861

Peer Acceptance
Comparison of the Classroom and Playground Behaviour of Mildly Disabled and Non-Disabled Students in an Integrated Educational Setting.
37p. 1mf. L1 ED 303 237

Peer Assisted Leadership Training
Peer Assisted Leadership from a Trainer's Perspective: Implications for Practice.
25p. 1mf. L1 ED 302 943

Peer Counseling
Developmental Peer Counseling and Health Promotion.
27p. 1mf. L1 ED 302 793

Peer Evaluation
Assessment of Law Enforcement Candidates: Peer Evaluations and the MMPI.
9p. 1mf. L1 ED 302 775
Improving Research through Peer Review.
43p. 1mf. L1 ED 303 344

Peer Groups
Organizational Context of Higher Order Thinking.
39p. 1mf. L1 ED 303 436

Peer Influence
College Impact and Student Liberalism Revisited: The Effect of Student Peers. ASHE 1988 Annual Meeting Paper.
28p. 1mf. L1 ED 303 066

Peer Relationship
Three's Company? An Evaluation of the Effect of a Third Teacher in Selected Kindergartens. Abridged Version of Report.
32p. 1mf. L1 ED 303 233

Peer Teaching
Direct Students in Instructing Other Students. Second Edition. Module C-4 of Category C--Instructional Execution. Professional Teacher Education Module Series.
28p. 1mf. L1 ED 302 689
Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County.
42p. 1mf. L1 ED 302 878
Study of Peer Tutors Using the Neurological Impress Method.
14p. 1mf. L1 ED 302 837

Pennsylvania
Gender Differences in the Career Paths of Educational Administrators in Pennsylvania.
26p. 1mf. L1 ED 302 876
Job Search Strategies Utilized by Certified Aspiring and Incumbent Female and Male Public School Administrators.
34p. 1mf. L1 ED 302 879

Pennsylvania (Philadelphia)
Job-Saving Strategies: Worker Buyouts and QWL.
355p. 4mf. L2 ED 302 729

Percentile Ranks
Nature of Field Independence: Percentiles and Factor Structure of the Finding Embedded Figures Test--Research Edition.
32p. 1mf. L1 ED 303 520

Perception
Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1.
94p. 1mf. L1 ED 303 271

Perceptual Development
Pattern of Relationships of Coincidence Anticipation With Age, Gender, and Depth of Sport Experience.
20p. 1mf. L1 ED 303 424

Perceptual Motor Coordination
Pattern of Relationships of Coincidence Anticipation With Age, Gender, and Depth of Sport Experience.
20p. 1mf. L1 ED 303 424

Perceptual Motor Learning
Factors Influencing Movement Consistency during the Learning/Performance of Perceptual Motor Tasks.
15p. 1mf. L1 ED 303 431
Interrelationships among Age, Sex, and Depth of Sport Experience on a Complex Motor Task by 4- to 9-Year Old Children.
27p. 1mf. L1 ED 303 423

Performance
Defining the Infancy Specialization in Early Childhood Special Education.
17p. 1mf. L1 ED 302 970
Performance of Regularly and Irregularly Certified Teacher of Mathematics.
9p. 1mf. L1 ED 303 492

Performance Analysis
Use of Creative Dramatics in the Teaching of Drama with Special Application to the Teaching of English as a Second Language.
119p. 2mf. L1 ED 302 869

Performance Contracts
SWAS: School within a School. A Middle Level Dropout Intervention Program.
10p. 1mf. L1 ED 302 919

Performance Factors
Designing Portfolios for the Assessment of Elementary Literacy Teaching: Work-in-Progress.
21p. 1mf. L1 ED 302 842
Four Areas of Influence Which May or May Not Contribute to the Academic Achievement of Kindergarten Students.
48p. 1mf. L1 ED 303 275
Rating Variable Performance.
24p. 1mf. L1 ED 302 770

Performance Tests
Interrelationships among Age, Sex, and Depth of Sport Experience on a Complex Motor Task by 4- to 9-Year Old Children.
27p. 1mf. L1 ED 303 423

Perrow Technology Construct
Social-Technical Theory and Elementary Schools: An Exploratory Study.
17p. 1mf. L1 ED 303 510

Personal Narratives
Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987.
325p. 4mf. L1 ED 303 385

Personality Measures
Assessment of Law Enforcement Candidates: Peer Evaluations and the MMPI.
9p. 1mf. L1 ED 302 775
Confirmatory Factor Analysis of Data from the Myers-Briggs Type Indicator.
20p. 1mf. L1 ED 303 489

Personality Theories
Validation of an Identity Development Model.
9p. 1mf. L1 ED 303 531

Personality Traits
Field Dependency in Relation to Sex-Role Self-Concept: A New Look.
30p. 1mf. L1 ED 302 767

Personnel Evaluation
Georgia Superintendents Identify Their Most Troublesome Administrative Problems: A 1988 Survey.
27p. 1mf. L1 ED 303 460
Media Coordinator Performance Appraisal Instrument. Workshop Participant's Manual.
62p. 1mf. L1 ED 303 145

Personnel Management
Basic Camp Management: An Introduction to Camp Administration. Second Edition.
148p. 2mf. L2 ED 303 312

Personnel Selection
Assessment of Law Enforcement Candidates: Peer Evaluations and the MMPI.
9p. 1mf. L1 ED 302 775
Corrections Officer Physical Abilities Report. Standards and Training for Corrections Program.
151p. 2mf. L1 ED 302 696
Corrections Officer Physical Conditioning Course. Standards and Training for Corrections Program.
64p. 1mf. L1 ED 302 699
Corrections Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
130p. 2mf. L1 ED 302 693
Probation Officer Physical Abilities Report. Standards and Training for Corrections Program.
11p. 1mf. L1 ED 302 710
Probation Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
131p. 2mf. L1 ED 302 707

Persuasive Discourse
Enhancing Trait Argumentativeness and Skill in Arguing: A Review of Instructional Methods.
23p. 1mf. L1 ED 302 857
Pope John Paul II's Address to Black Catholics: A Motive Analysis.
18p. 1mf. L1 ED 302 865
Standardized Assessment of Teen-Agers' Oral Communication Skills in the United Kingdom.
13p. 1mf. L2 ED 302 863

Pharmaceutical Education
Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88.
16p. 1mf. L1 ED 303 484

Pharmacology
Detection, Evaluation, and Treatment of High Blood Pressure. Report of the Committee.
64p. 1mf. L1 ED 303 441

Pharmacy College Admission Test
Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88.
16p. 1mf. L1 ED 303 484

Philosophy
Hestian Feminism.
23p. 1mf. L1 ED 303 382
Learning via Model Construction and Criticism: Protocol Evidence on Sources of Creativity in Science.
99p. 2mf. L1 ED 303 357

Phonics
Decoding Skills and the Remedial Reading Program.
14p. 1mf. L1 ED 302 811

Phonology
Frequency-Specific, Binaural Stimulation of Students with Reading and Spelling Difficulties.
14p. 1mf. L1 ED 302 809

Physical Activities
Factors Influencing Movement Consistency during the Learning/Performance of Perceptual Motor Tasks.
15p. 1mf. L1 ED 303 431
Omnibus of Fun. Volume 1. A Treasury of Fun for Recreation Leaders.
168p. 2mf. L2 ED 303 315

Physical Disabilities
Access Guide to South Carolina State Parks for People with Special Needs.
49p. 1mf. L1 ED 302 983
Design Guidelines: Study of Handicapped Accessibility in South Carolina State Parks.
131p. 2mf. L1 ED 302 984
Effectiveness Indicators for Positive Integration of POHI (Physically and Other Health Impaired) Students.
41p. 1mf. L1 ED 303 001
Swallowing Disorders: What Families Should Know.
18p. 1mf. L2 ED 303 007
Writing Techniques and Adaptations for Home and Classroom.
18p. 1mf. L2 ED 303 011

Physical Fitness
Corrections Officer Physical Abilities Report. Standards and Training for Corrections Program.
151p. 2mf. L1 ED 302 696
Corrections Officer Physical Conditioning Course. Standards and Training for Corrections Program.
64p. 1mf. L1 ED 302 699
Juvenile Counselor Physical Abilities Report. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 703
Juvenile Counselor Physical Conditioning Course. Standards and Training for Corrections Program.
61p. 1mf. L1 ED 302 706
Probation Officer Physical Abilities Report. Standards and Training for Corrections Program.
11p. 1mf. L1 ED 302 710

Physical Sciences
Lafourche Parish Coastal Zone Curriculum Resource Unit. Bulletin 1834.
190p. 2mf. L1 ED 303 317
Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report.
200p. 3mf. L1 ED 303 375
Understanding Equilibrium: The Study of Complex Systems. Final Project Report.
69p. 1mf. L1 ED 303 360

Physical Therapy
Detection, Evaluation, and Treatment of High Blood Pressure. Report of the Committee.
64p. 1mf. L1 ED 303 441
Factors Influencing the Decision To Return to Graduate School in One Professional Group, Physical Therapy. ASHE 1988 Annual Meeting Paper.
29p. 1mf. L1 ED 303 094

Physics
Study of the Relationship between Student Placement Test Scores and Final Grades in Physics 121 at Pima College.
30p. 1mf. L1 ED 303 223

Piagetian Theory
Jean Piaget Archives Bibliography on Mental Retardation.
21p. 1mf. L1 ED 302 997

Picture Books
Evaluation of the Trends of Realism in Caldecott Winner and First Honor Books 1966-1986.
25p. 1mf. L1 ED 302 851

Pilot Projects
Pilot Testing of a Needs Assessment Instrument in a Mississippi School District.
13p. 1mf. L1 ED 303 502

Pitch (Language)
Intonation, the Student, and the Language Arts.
10p. 1mf. L1 ED 302 859

Pittsburg State University KS
Development Achievements at Pittsburg State University for Fiscal Year 1988.
253p. 3mf. L1 ED 303 129

Placement Tests
Local Norms and Test Characteristics for Selected Forms of the M.A.A. Placement Test.
11p. 1mf. L1 ED 303 488

Planned Comparisons
Benefits of Using Planned Comparisons Rather Than Post Hoc Tests: A Brief Review with Examples.
15p. 1mf. L1 ED 303 490
Use of A Priori Techniques with a MANOVA.
22p. 1mf. L1 ED 303 504

Planning
Administrative Challenges in Early Intervention.
25p. 1mf. L1 ED 302 965
Special Events: Planning for Success.
82p. 1mf. L2 ED 303 121

Plato of Athens
Defining the Teacher's Task: Plato on Education.
26p. 1mf. L1 ED 303 396

Play
Play Chinese Games. 1987, Revised.
28p. 1mf. L1 ED 303 415
Preschoolers' Conceptions of Literacy as Reflected in Their Spontaneous Play.
21p. 1mf. L1 ED 302 844

Playgrounds
Comparison of the Classroom and Playground Behaviour of Mildly Disabled and Non-Disabled Students in an Integrated Educational Setting.
37p. 1mf. L1 ED 303 237

Playwriting
Empowerment on Stage: Sarah Daniels' Agenda for Social Change.
11p. 1mf. L1 ED 302 868

Poetry
Aspects of Western Subanon Formal Speech. Publications in Linguistics. Publication Number 81.
209p. 3mf. L1 ED 303 038
Broken Hoop.
27p. 1mf. L1 ED 303 284
Poet for Teachers and Students: Lawrence Ferlinghetti.
6p. 1mf. L1 ED 302 850

Police
Assessment of Law Enforcement Candidates: Peer Evaluations and the MMPI.
9p. 1mf. L1 ED 302 775
Development, Validation, and Use of an Item Bank for Police Promotion Examinations.
6p. 1mf. L1 ED 303 496

Policy
Policy Guidelines on the Administration of LSCA Funds, 1988-89. Supplement 2 to "Library Service to the People of New York State, October 1, 1988 through September 30, 1993."
20p. 1mf. L1 ED 303 171

Policy Formation
Legislation Affecting Higher Education Enacted during the 1987-88 Session. A Staff Report to the California Postsecondary Education Commission. Staff Report Series. Report 88-34.
37p. 1mf. L1 ED 303 107
New Technologies in the 1990s: A Socio-Economic Strategy. Conclusions and Recommendations of a Group of Experts on the Social Aspects of New Technologies.
24p. 1mf. L2 ED 303 140
Policy Analysis for School Districts. ERIC Digest Series Number EA30.
4p. 1mf. L1 ED 302 899
Proposed Establishment of San Jose State University's Tri-County Center in Salinas. A Report to the Governor and Legislature in Response to a Request by the California State University for Funds to Create an Off-Campus Center to Serve Monterey, San Benito, and Santa Cruz Counties. Report No. 88-37.
103p. 2mf. L1 ED 303 110
Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology within the U.S. Hispanic Community. Revised Version.
25p. 1mf. L2 ED 303 157
State Role in Adult Literacy Policy. Background Paper Prepared for Project on Adult Literacy.
54p. 1mf. L1 ED 302 678
State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools.
50p. 1mf. L1 ED 303 432
University Autonomy: Actual and Preferred Location of Authority. ASHE 1988 Annual Meeting Paper.
31p. 1mf. L1 ED 303 090
University Context and Strategy Making. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 092
Who Are the Homeless? What Is Homelessness? The Politics of Defining an Emerging Policy Issue. U.B.C. Planning Papers: Discussion Papers #10.
26p. 1mf. L1 ED 303 565

Political Influences
Curriculum and Democracy: Lessons from a Critique of the "New Sociology of Education." Occasional Paper No. 5.
21p. 1mf. L1 ED 302 920
Who Are the Homeless? What Is Homelessness? The Politics of Defining an Emerging Policy Issue. U.B.C. Planning Papers: Discussion Papers #10.
26p. 1mf. L1 ED 303 565

Political Power
Politics of International Sport: Games of Power. Headline Series No. 286.
76p. 1mf. L2 ED 303 395

Politics of Education
Curriculum and Democracy: Lessons from a Critique of the "New Sociology of Education." Occasional Paper No. 5.
21p. 1mf. L1 ED 302 920

Popular Culture
American Television: How Mass a Medium?
31p. 1mf. L1 ED 303 379

Population Education
Cost-Effectiveness of Training Modalities in Population Education. Population Education Programme Service Manual.
83p. 1mf. L2 ED 303 388

Population Growth
Nonmetro Elderly: Economic and Demographic Status.
46p. 1mf. L1 ED 303 296

Population Trends
Homeless Mentally Ill: Problems and Options in Estimating Numbers and Trends. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
123p. 2mf. L1 ED 302 738
Howard Community College Enrollment Projections: Fiscal Year 1989 and Fiscal Years 1990 through 1994. Research Report Number 55.
57p. 1mf. L1 ED 303 220

Pornography
Pornography, Human Mutilation and Psychological Dysfunction.
11p. 1mf. L1 ED 302 792

Portfolios (Background Materials)
Designing Portfolios for the Assessment of Elementary Literacy Teaching: Work-in-Progress.
21p. 1mf. L1 ED 302 842

Portland Basic Skills Achievement Levels Te
Elementary School Achievement Profiles. Portland Public Schools. A School-by-School Report of Basic Skills Test Results and School/Student/Staff Data: School Year 1986-87.
188p. 2mf. L1 ED 303 469

Post High School Guidance
Establishing a Personal Guidance Base in Two Colleges.
53p. 1mf. L1 ED 302 633

Postsecondary Education
Determinants of Postsecondary Educational Attainment for 1980 High School Seniors.
8p. 1mf. L1 ED 303 475
Educational Considerations, Spring 1986.
41p. 1mf. L1 ED 303 302
Longitudinal Study of Graduates of Special Education. Keynote Presentation.
15p. 1mf. L1 ED 303 004
Urgent Challenge: Educational Excellence for All. Final Report of the Mayor's Advisory Commission on Postsecondary Education.
89p. 1mf. L1 ED 303 063

Postsecondary Education as a Field of Study
Graduates of Doctoral Programs in Higher Education: Demographics and Career Patterns. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 073

Potential Dropouts
Students at Risk: How Computers and Software Can Help.
5p. 1mf. L1 ED 303 135
SWAS: School within a School. A Middle Level Dropout Intervention Program.
10p. 1mf. L1 ED 302 919

Poverty
"It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties. 77p. 1mf. L1 ED 303 283
Nonmetro Elderly: Economic and Demographic Status. 46p. 1mf. L1 ED 303 296
Poverty and Hunger in Hispanic America: The Inadequacy of Data for Policy Planning. Hearing before the Select Committee on Hunger. United States House of Representatives, One Hundredth Congress, Second Session (March 30, 1988). 179p. 2mf. L1 ED 303 294

Poverty Programs
Joining Forces: Linking the Education and Social Welfare Systems To Help At-Risk Children and Youth. 7p. 1mf. L1 ED 302 917

Power
Perspective-Taking, Position Power, and Third Party Intervention Style: A Classroom Application. 27p. 1mf. L1 ED 302 862

Power Perception Profile
Comparison of Measures of Administrator Reliance on Power Bases for Influence. 21p. 1mf. L1 ED 303 516

Power Structure
Comparison of Measures of Administrator Reliance on Power Bases for Influence. 21p. 1mf. L1 ED 303 516
Instructional Improvement and the Control of Schools. 29p. 1mf. L1 ED 302 961
Perspective-Taking, Position Power, and Third Party Intervention Style: A Classroom Application. 27p. 1mf. L1 ED 302 862
University Autonomy: Actual and Preferred Location of Authority. ASHE 1988 Annual Meeting Paper. 31p. 1mf. L1 ED 303 090

Power Struggles
Politics of International Sport: Games of Power. Headline Series No. 286. 76p. 1mf. L2 ED 303 395

Prediction
Effect of Using Predictions on a Reader's Comprehension. 48p. 1mf. L1 ED 302 835

Predictive Measurement
Health Program Entrant's Math/Reading/Success Review. 36p. 1mf. L1 ED 302 655

Predictive Validity
Attitude towards Responsibility and Teacher Locus of Control: Predicting Teacher Stress and Attitudes. Research Paper ERU-2-88. 23p. 1mf. L2 ED 303 522
Health Program Entrant's Math/Reading/Success Review. 36p. 1mf. L1 ED 302 655
Mental Health Problems of Disaster Victims. 21p. 1mf. L1 ED 302 774
Teacher Locus of Control: A Study of Its Reliability and Validity by Discriminant Analysis. Research Paper ERU-3-88. 17p. 1mf. L2 ED 303 521

Predictor Variables
Case against Using Stepwise Research Methods. 11p. 1mf. L1 ED 303 507
Determinants of Postsecondary Educational Attainment for 1980 High School Seniors. 8p. 1mf. L1 ED 303 475
Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88. 16p. 1mf. L1 ED 303 484
Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11. 18p. 1mf. L2 ED 303 555
School District Variables as Predictors of Mathematics Achievement. 27p. 1mf. L1 ED 303 497

Pregnancy
Adolescent Reproductive Behaviour: An Annotated Bibliography. 291p. 4mf. L1 ED 302 771

Pregnant Students
Child Care for the Children of Adolescent Parents: Findings from a National Survey and Case Studies. Working Paper No. 184. 74p. 1mf. L2 ED 302 937
Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174. 25p. 1mf. L2 ED 302 936

Prepositions
On the Interaction of Prototype and Language Transfer. 15p. 1mf. L1 ED 303 040

Prerequisite Waivers
Waiver Study, Fall 1987-Spring 1988. Focus Study, Mt. San Antonio College. 26p. 1mf. L1 ED 303 208

Prerequisites
Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District. Institutional Research Report Number 74. 53p. 1mf. L1 ED 303 219
Study of the Relationship between Student Placement Test Scores and Final Grades in Physics 121 at Pima College. 30p. 1mf. L1 ED 303 223
Waiver Study, Fall 1987-Spring 1988. Focus Study, Mt. San Antonio College. 26p. 1mf. L1 ED 303 208

Preschool Children
Preschool Children's Reading and Writing Awareness. Technical Report No. 442. 23p. 1mf. L1 ED 302 822
Preschoolers' Conceptions of Literacy as Reflected in Their Spontaneous Play. 21p. 1mf. L1 ED 302 844
Review of the Literature of Research into Separation Anxiety: Its Causes and Its Meaning to the Caregiver in the Childcare Center. 27p. 1mf. L1 ED 303 267
Transitional Services Model for Preschool Children Preparing To Enter Kindergarten Involving Parents, Teachers, and Public Schools. 130p. 2mf. L1 ED 303 248
Understanding and Dealing with Separation Issues in Early Childhood Programs. 19p. 1mf. L1 ED 303 277

Preschool Curriculum
Visions for Children: African American Early Childhood Education Program. 22p. 1mf. L1 ED 303 269

Preschool Education
Culturally Relevant Early Education Programs. Hearing on Oversight Hearing on Culturally Relevant Early Education Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, Second Session (November 24, 1987). 232p. 3mf. L1 ED 303 288
Current Trends in Public School Kindergarten: Full Days and Four-Year-Olds. Research Report. 17p. 1mf. L1 ED 303 242
Early Childhood Special Education: Birth to Three. 262p. 3mf. L1 ED 302 964
Visions for Children: African American Early Childhood Education Program. 22p. 1mf. L1 ED 303 269

Preschool Evaluation
Program Evaluation: The Key to Quality Programming. 31p. 1mf. L1 ED 302 972

Preservice Teacher Education
Dialog Journals: A Window on the Act of Language Teaching. 26p. 1mf. L1 ED 303 030
Teacher Training in Assessment. 27p. 1mf. L1 ED 303 439

Presidential Campaigns (United States)
Computer Mapping Super Tuesday Results in the South. 11p. 1mf. L1 ED 303 410
From Iowa to the White House. 31p. 1mf. L1 ED 303 407

Presidential Primaries
Computer Mapping Super Tuesday Results in the South. 11p. 1mf. L1 ED 303 410

Presidents of the United States
From Iowa to the White House. 31p. 1mf. L1 ED 303 407

Prevention
AIDS: It's Not What You Know, It's What You Do. 13p. 1mf. L1 ED 302 761
High Blood Cholesterol in Adults. Report of the Expert Panel on Detection, Evaluation, and Treatment. 92p. 1mf. L1 ED 303 440
Suicide. Useful Information. 35p. 1mf. L1 ED 302 763
Take Action against Drug Abuse: How To Start a Volunteer Anti-Drug Program in Your Community. ACTION/DA Publication No. 987. 53p. 1mf. L1 ED 302 765
Tobacco Use Behavior in Grades 5-12. 22p. 1mf. L2 ED 302 948
Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children. 69p. 1mf. L1 ED 303 243

Prevocational Education
Child Care. Exemplary Prevocational Programs for the Educable Mentally Retarded in Mississippi. PVO Unit XI--Miniunits 1-9. 83p. 1mf. L1 ED 302 720
Geriatrics. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XII--Miniunits 1-14. 122p. 2mf. L1 ED 302 721
Sewing. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XIII--Miniunits 1-10. 94p. 1mf. L1 ED 302 722

Primary Education
Cognitive Skills Assessment Battery Administered to First Grade and Kindergarten Pupils, Fall 1987. Annual Report No. 87-28. 80p. 1mf. L1 ED 303 468
Using the Gap Reduction Model To Evaluate a Successful Bilingual/ESL Program. 22p. 1mf. L1 ED 303 505

Prime Time Television
Growing Up in Prime Time. An Analysis of Adolescent Girls on Television. 32p. 1mf. L2 ED 303 152

Principals
Assessment of Selected Educators' Understandings of Adolescent Suicide. 34p. 1mf. L1 ED 302 755
Conversion of Teachers: Principal Influence and Teacher Autonomy. 34p. 1mf. L1 ED 302 877
Differences in Attitudes toward Post Evaluation Conferences for Proficient and Nonproficient Teachers in Mississippi. 9p. 1mf. L1 ED 302 942
Evaluation of Six School Effectiveness Programs. 27p. 1mf. L1 ED 303 503
Gender Differences in the Career Paths of Educational Administrators in Pennsylvania. 26p. 1mf. L1 ED 302 876
Georgia Principals Identify Their Most Troublesome Administrative Problems: A 1988 Survey. 30p. 1mf. L1 ED 303 461
Job Search Strategies Utilized by Certified Aspiring and Incumbent Female and Male Public School Administrators. 34p. 1mf. L1 ED 302 879
Kentucky Principal: A Self Perception. 33p. 1mf. L1 ED 302 924
Peer Assisted Leadership from a Trainer's Perspective: Implications for Practice. 25p. 1mf. L1 ED 302 943
Principal Instructional Management Behavior and School Effectiveness: An Organizational Perspective. 52p. 1mf. L1 ED 302 934
Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors. 20p. 1mf. L1 ED 302 925
Relationship between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools. 34p. 1mf. L1 ED 302 929
Study of the Attitudes and Perceptions of Principals toward the Adopt-a-School Program and Related Program Characteristics. 37p. 1mf. L1 ED 302 927
Teacher Involvement: A Message for "Restructurers." 20p. 1mf. L1 ED 302 915
What Research Tells the Principal about the Teaching of Values. 30p. 1mf. L1 ED 303 476

Print Awareness
Preschool Children's Reading and Writing Awareness. Technical Report No. 442. 23p. 1mf. L1 ED 302 822
Preschoolers' Conceptions of Literacy as Reflected in Their Spontaneous Play. 21p. 1mf. L1 ED 302 844

Prior Learning
Can Prior Knowledge Hurt Text Comprehension? An Answer Borrowed from Plato, Aristotle, and Descartes. 14p. 1mf. L1 ED 302 843
Prior Knowledge and Task Variations in Learning Word Meanings from Context. 18p. 1mf. L1 ED 302 806

Prisoners
Corrections Officer Knowledge/Skill Maps. Standards and Training for Corrections Program. 173p. 2mf. L1 ED 302 697
Survey of Youth in Custody, 1987. Bureau of Justice Statistics Special Report. 13p. 1mf. L1 ED 302 740

Private Financial Support
Development Achievements at Pittsburg State University for Fiscal Year 1988. 253p. 3mf. L1 ED 303 129
Industry/Electronics Education Joint Venture. 20p. 1mf. L1 ED 302 645

Probability
Understanding Students' Beliefs about Probability. 30p. 1mf. L1 ED 303 358

Probation Officers
Development of Entry-Level Vision and Hearing Guidelines for Corrections Officers, Juvenile Counselors, and Probation Officers. Standards and Training for Corrections Program. 159p. 2mf. L1 ED 302 692
Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program. 41p. 1mf. L1 ED 302 691
Probation Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program. 50p. 1mf. L1 ED 302 708
Probation Officer Core Training Course Manual. Appendix C-2. Standards and Training for Corrections Program. 137p. 2mf. L1 ED 302 712
Probation Officer Cutoff Score Report. Standards and Training for Corrections Program. 14p. 1mf. L1 ED 302 709
Probation Officer Knowledge/Skill Maps. Standards and Training for Corrections Program. 156p. 2mf. L1 ED 302 711
Probation Officer Physical Abilities Report. Standards and Training for Corrections Program. 11p. 1mf. L1 ED 302 710
Probation Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program. 131p. 2mf. L1 ED 302 707

Problem Solving
Eighth Grade Earth Science Curriculum Guide. Part 1. 330p. 4mf. L2 ED 303 355
Identifying Domain-Specific Aspects of Critical Thinking Ability in Solving Problems in Biology. 16p. 1mf. L1 ED 303 517
Mild Depression: Its Relation to Stress, Coping and Gender. 18p. 1mf. L1 ED 302 784
Modeling Item Responses When Different Subjects Employ Different Solution Strategies. 58p. 1mf. L1 ED 303 474
Problem Solving Behaviors of Successful and Unsuccessful Subjects Leading to a Genetics Problem Solving Model. 39p. 1mf. L1 ED 303 376
Problem Solving Interactions on Electronic Networks. 19p. 1mf. L1 ED 303 155
Understanding Equilibrium: The Study of Complex Systems. Final Project Report. 69p. 1mf. L1 ED 303 360

Productivity
Education and the Global Marketplace. 11p. 1mf. L2 ED 302 685
Effectiveness, Productivity, and Excellence in American Schools. 15p. 1mf. L1 ED 302 949
Faculty Vitality in "Different Worlds": The View from Three Academic Areas. ASHE 1988 Annual Meeting Paper. 41p. 1mf. L1 ED 303 098
Leadership, Conflict Management, and Researcher Motivation and Productivity in Scientific R & D Laboratories: The Case of Japan. ASHE 1988 Annual Meeting Paper. 78p. 1mf. L1 ED 303 082
School Productivity, Class Size, and Choice. 5p. 1mf. L2 ED 302 905

Professional Associations
Directory of Organizations in Educational Management. Eighth Edition. 51p. 1mf. L1 ED 302 941

Professional Autonomy
Conversion of Teachers: Principal Influence and Teacher Autonomy. 34p. 1mf. L1 ED 302 877
Professional Judgment in Need Analysis. NASFAA Monograph Series Number VII. 43p. 1mf. L1 ED 303 057

Professional Development
Professionalization of the Adult Literacy Workforce. Background Paper Prepared for Project on Adult Literacy. 35p. 1mf. L1 ED 302 680
Secondary Teachers' Perceptions of School Organizational Climate Relative to Their Professional Growth and Development Attitudes. 23p. 1mf. L1 ED 302 962
Status of Planned Learning Experiences for Educational Administrators. 12p. 1mf. L1 ED 302 935

Professional Education
Defining the Infancy Specialization in Early Childhood Special Education. 17p. 1mf. L1 ED 302 970
Ethics Across-the-Curriculum. 13p. 1mf. L1 ED 303 113
Factors Influencing the Decision To Return to Graduate School in One Professional Group, Physical Therapy. ASHE 1988 Annual Meeting Paper. 29p. 1mf. L1 ED 303 094

Professional Occupations
Are We Scholar Practitioners, Theoreticians, or Practitioners? 12p. 1mf. L1 ED 302 958

Professional Personnel
Demographic and Professional Dimensions of Child Care Providers. 124p. 2mf. L1 ED 303 263
Professional Engineering Handbook. 125p. 2mf. L1 ED 303 343
Under Scrutiny: The Educational Administration Professoriate. 216p. 3mf. L1 ED 302 953

Professional Recognition
Are We Scholar Practitioners, Theoreticians, or Practitioners? 12p. 1mf. L1 ED 302 958
Sources of Workers' Subcultures in Organization: A Case Study of a Public School Faculty. 26p. 1mf. L1 ED 303 433

Professional Training
Information Systems for Government and Business: Trends, Issues, Challenges. Proceedings of the Kawasaki International Seminar on the Information Systems Challenge for Government and Business (2nd, Kawasaki City, Japan, July 21-24, 1987). 592p. 7mf. L2 ED 303 178

Professionalism
Demographic and Professional Dimensions of Child Care Providers. 124p. 2mf. L1 ED 303 263

Professors
Are We Scholar Practitioners, Theoreticians, or Practitioners? 12p. 1mf. L1 ED 302 958
Faculty Vitality in "Different Worlds": The View from Three Academic Areas. ASHE 1988 Annual Meeting Paper. 41p. 1mf. L1 ED 303 098
Under Scrutiny: The Educational Administration Professoriate. 216p. 3mf. L1 ED 302 953

Profiles
Demographic and Professional Dimensions of Child Care Providers. 124p. 2mf. L1 ED 303 263
Elementary School Achievement Profiles. Portland Public Schools. A School-by-School Report of Basic Skills Test Results and School/Student/Staff Data: School Year 1986-87. 188p. 2mf. L1 ED 303 469
School District Variables as Predictors of Mathematics Achievement. 27p. 1mf. L1 ED 303 497

Progr
After Three Years: A Status Report on the International High School at LaGuardia Community College. 25p. 1mf. L1 ED 303 216

Program Administration
Basic Camp Management: An Introduction to Camp Administration. Second Edition. 148p. 2mf. L2 ED 303 312
ESL Program Administration in Higher Education. ERIC Digest. 3p. 1mf. L1 ED 303 045
Managing Industrial Teacher Education Programs in a Multi-Purpose Academic Unit--Selected Issues. 14p. 1mf. L1 ED 302 714

Program Attitudes
Evaluation of a Staff Development Program. 37p. 1mf. L1 ED 302 918
New York State Mentor Teacher-Internship Program for 1986-1987. A Report to the State Education Department. 206p. 3mf. L1 ED 303 421

Program Budgeting
Interagency Vendorization: Expanding Supported Employment Services. Fourth Revision. 94p. 1mf. L1 ED 302 992

Program Content
Apprenticeship/Vocational Education--Skilled Work Force. 12p. 1mf. L1 ED 302 731
Community College-High School Connection. Articulated Programs at San Juan College. 40p. 1mf. L1 ED 302 643
Exemplary Adult Education Programs. Highlights of Secretary's Award Program Finalists 1988. 51p. 1mf. L1 ED 302 684
Greening the Global Village: The Administrative Imperative To Educate Students for Global Awareness. 73p. 1mf. L1 ED 303 390
Implementation Guide...for Performance-Based Teacher Education & Competency-Based Staff Development. Second Edition. Professional Teacher Education Module Series. 88p. 1mf. L1 ED 302 651
QUEST: A Model Transfer Program and Evaluation of QUEST Program. 104p. 2mf. L1 ED 303 209

Program Costs
Patterns in Special Education Service Delivery and Cost. 249p. 3mf. L1 ED 303 027
Where's My Home? A Study of Missouri's Children in Out-of-Home Placement. 82p. 1mf. L1 ED 303 252

Program Design
Administrative Challenges in Early Intervention. 25p. 1mf. L1 ED 302 965
ESL in Special Education. ERIC Digest. 3p. 1mf. L1 ED 303 044
Model Programs for Infants and Toddlers with Handicaps. 43p. 1mf. L1 ED 302 967
Staffing Patterns and Team Models in Infancy Programs. 19p. 1mf. L1 ED 302 969
What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative. 28p. 1mf. L1 ED 303 562

Program Development
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Final Report. 102p. 2mf. L1 ED 303 006
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Manual for Best Practices and Procedures. 25p. 1mf. L1 ED 303 005
Establishing a Personal Guidance Base in Two Colleges. 53p. 1mf. L1 ED 302 633
Governor's Task Force on Adult Literacy. 28p. 1mf. L1 ED 302 625
Handbook for Short-Term Training. 83p. 1mf. L1 ED 302 657
Implementation Guide...for Performance-Based Teacher Education & Competency-Based Staff Development. Second Edition. Professional Teacher Education Module Series. 88p. 1mf. L1 ED 302 651
Information Technology and the Wasted Resource. IT and Under-Represented Learners. 49p. 1mf. L1 ED 302 644
Marketing Higher Education to Adults. 25p. 1mf. L1 ED 302 664
Parents as Teachers: Beginning at the Beginning. 5p. 1mf. L2 ED 303 254
Scientists in the Classroom. One School District's Experience with Science and Mathematics Volunteers in Elementary and Secondary Schools. 42p. mf. L3 ED 303 321
Spotlight on Arts Education. Volume 3, Spring, 1988. 39p. 1mf. L1 ED 303 400
Staff Development: A Review of the Literature on Effective Programs and Recommendations for Future Program Development. 15p. 1mf. L1 ED 303 429
Toward the Vision of a Literate Society. Background Paper Prepared for Project on Adult Literacy. 51p. 1mf. L1 ED 302 679
2+2 Project Report 1987. 35p. 1mf. L1 ED 303 420

Program Effectiveness
Effectiveness Indicators for Positive Integration of POHI (Physically and Other Health Impaired) Students. 41p. 1mf. L1 ED 303 001
Evaluation of a Staff Development Program. 37p. 1mf. L1 ED 302 918
Follow-Up Study of the 1982-83 Promotional Gates Students. OEA Evaluation Report. 50p. 1mf. L1 ED 303 556
Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1988. October 1987 through September 1988. 187p. 2mf. L1 ED 303 262
School District Management Audit. ERIC Digest Series Number EA31. 4p. 1mf. L1 ED 302 900
Sensitive Technology Assessment of ACOT. 9p. 1mf. L1 ED 303 156
Staff Development: A Review of the Literature on Effective Programs and Recommendations for Future Program Development. 15p. 1mf. L1 ED 303 429
State of Faculty Evaluation in Community, Technical, and Junior Colleges within the North Central Region, 1988-1989. A Research Study. 58p. 1mf. L1 ED 303 204
Student Achievement in English-Ukrainian Partial Immersion Programs. 81p. 1mf. L1 ED 303 031
Teacher Perspectives and Educational Innovation. 23p. 1mf. L1 ED 302 931
Training Parents of Developmentally Delayed Children in Rural Areas. 35p. 1mf. L1 ED 302 979
University Based Alternative School for High School Dropouts. 34p. 1mf. L1 ED 302 930
Visions for Children: African American Early Childhood Education Program. 22p. 1mf. L1 ED 303 269

Program Evaluation
Academic Staff Secondment and Exchange between Colleges of Education and Schools. 87p. 1mf. L2 ED 303 300
Annual Report on Program Activities, 1986-87. The Twelfth in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities. Report No. 87-28. 31p. 1mf. L1 ED 303 109
Assessing the Impact of Planned Social Change. Occasional Paper Series, #8. 74p. 1mf. L1 ED 303 512
Case Study of Two Corsini 4R Magnet Schools. 16p. 1mf. L1 ED 302 907
Chapter 1 in North Carolina, 1986-1987. 36p. 1mf. L1 ED 303 537
Corrections Education Evaluation System Model. 83p. 1mf. L1 ED 303 525
Criteria for Pruning Academic Programs: Actual vs. Ideal. ASHE 1988 Annual Meeting Paper. 28p. 1mf. L1 ED 303 079
Dissemination and Training: Moving toward State Impact. 8p. 1mf. L1 ED 302 908
Evaluation Manual for Community-Based Training Programs. 392p. 5mf. L1 ED 303 190
Evaluation of a Staff Development Program. 37p. 1mf. L1 ED 302 918
Evaluation of Six School Effectiveness Programs. 27p. 1mf. L1 ED 303 503
Fifteen Year Look at Beginning Teachers. 18p. 1mf. L1 ED 303 452
GAO's Study of Overseas Department of Defense Dependents' Schools. Testimony: Statement of William J. Gainer, Associate Director, Human Resources Division before the Subcommittee on Military Personnel and Compensation Committee on Armed Services, House of Representatives. 12p. 1mf. L1 ED 302 904
Georgia Psychoeducational Network Research Consortium. Final Report. 75p. 1mf. L1 ED 302 978
Georgia Superintendents Identify Their Most Troublesome Administrative Problems: A 1988 Survey. 27p. 1mf. L1 ED 303 460
Improving Research through Peer Review. 43p. 1mf. L1 ED 303 344
Pilot Testing of a Needs Assessment Instrument in a Mississippi School District. 13p. 1mf. L1 ED 303 502
Program Evaluation: The Key to Quality Programming. 31p. 1mf. L1 ED 302 972
Project Directors' Annual Meeting Conference Proceedings (3rd, Washington, D.C., December 10-11, 1987). 134p. 2mf. L1 ED 303 003
Quality Assurance: Administrator's Panacea or Pandemonium. 18p. 1mf. L1 ED 302 756
Report on Community College Program Review, Fiscal Year 1988. Agenda Item #10. 12p. 1mf. L1 ED 303 195
Staff Development: A Review of the Literature on Effective Programs and Recommendations for Future Program Development. 15p. 1mf. L1 ED 303 429
Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1987-88. 150p. 2mf. L1 ED 302 734
Teacher Attitudes toward Their Preparation Program and Their Profession. 35p. 1mf. L1 ED 303 457
Teacher Education for Future Generations: A Dynamic Process of Assessment and Evaluation. 44p. 1mf. L1 ED 303 466
Third Sourcebook for Science Supervisors. 194p. 3mf. L2 ED 303 319
Using the Gap Reduction Model To Evaluate a Successful Bilingual/ESL Program. 22p. 1mf. L1 ED 303 505
Using the Local Vocational Advisory Council To Perform Program Assessment: A Case Study. A Final Report on the Fairbanks Vocational Education Assessment Project. 21p. 1mf. L1 ED 302 732
2+2 Project Report 1987. 35p. 1mf. L1 ED 303 420

Program Implementation
Adult Unemployment and the Curriculum: A Manual for Practitioners. FEU/REPLAN Project Report. 64p. 1mf. L1 ED 302 727
AIDS Policies and Resources for Community Colleges. 46p. 1mf. L1 ED 303 192
Change in Public Education: A Technological Perspective. Trends & Issues, Series Number 1. 32p. 1mf. L1 ED 302 940
Developing an Industry Base for Office Education Programs. 212p. 3mf. L1 ED 302 719
Handbook for Short-Term Training. 83p. 1mf. L1 ED 302 657
Implementation Guide...for Performance-Based Teacher Education & Competency-Based Staff Development. Second Edition. Professional Teacher Education Module Series. 88p. 1mf. L1 ED 302 651
Integrated Occupational Program: Information Manual for Administrators, Counsellors, and Teachers. Interim 1988. 92p. 1mf. L2 ED 302 994
State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools. 50p. 1mf. L1 ED 303 432
Teacher Education for Future Generations: A Dynamic Process of Assessment and Evaluation. 44p. 1mf. L1 ED 303 466
Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children. 69p. 1mf. L1 ED 303 243
Working with the School Age Child: Activities to Enrich Your School Age Child Care Program. 15p. 1mf. L1 ED 303 266

Program Improvement
Apprenticeship/Vocational Education--Skilled Work Force. 12p. 1mf. L1 ED 302 731
Competitive Edge. 20p. 1mf. L1 ED 302 658
North Carolina Vocational Education Performance Report. Program Year 1987-88. 104p. 2mf. L1 ED 302 728
Periodic Review Report: April 1984-June 1988. 213p. 3mf. L1 ED 303 218
Redefined Federal Role in Adult Literacy: Integrated Policies, Programs, and Procedures. Background Paper Prepared for Project on Adult Literacy. 84p. 1mf. L1 ED 302 682
Retooling the American Workforce: The Role of Technology in Improving Adult Literacy during the 1990s. Background Paper Prepared for Project on Adult Literacy. 79p. 1mf. L1 ED 302 681
Secondary Vocational Training in Technologically Intensive Industries in Arizona: New Directions in Rural Education. 45p. 1mf. L1 ED 302 641

Program Proposals
Interagency Vendorization: Expanding Supported Employment Services. Fourth Revision. 94p. 1mf. L1 ED 302 992

Program Replication
Parents as Teachers: Beginning at the Beginning. 5p. 1mf. L2 ED 303 254

Program Termination
Report on Community College Program Review, Fiscal Year 1988. Agenda Item #10. 12p. 1mf. L1 ED 303 195

Program Validation

Dissemination and Training: Moving toward State Impact. 8p. 1mf. L1 ED 302 908

Evaluation of a Staff Development Program. 37p. 1mf. L1 ED 302 918

2+2 Project Report 1987. 35p. 1mf. L1 ED 303 420

Programing

Logo and Lexical Categories. 12p. 1mf. L1 ED 303 144

On-Line Evaluation and Remediation of Programming Skills. 8p. 1mf. L1 ED 303 153

Perspective on Academic Computing Today. 11p. 1mf. L1 ED 303 154

Programing (Broadcast)

Commercialization of Children's Television. Hearings on H.R. 3288, H.R. 3966, and H.R. 4125: Bills To Require the FCC To Reinstate Restrictions on Advertising during Children's Television, To Enforce the Obligation of Broadcasters To Meet the Educational Needs of the Child Audience, and for Other Purposes, before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress (September 15, 1987 and March 17, 1988). 354p. 4mf. L1 ED 303 136

Growing Up in Prime Time. An Analysis of Adolescent Girls on Television. 32p. 1mf. L2 ED 303 152

Picture Improves: A Look at the 1984 Television Season. An Analysis of Female TV Characters on Programs Premiering in 1984. 16p. 1mf. L2 ED 303 147

Prime Time Women. An Analysis of Older Women on Entertainment Television. 30p. 1mf. L2 ED 303 148

Status of Women in the Broadcasting Industry Today. Proceedings of a Sympoisum (Washington, D.C., December 5, 1984). 22p. 1mf. L2 ED 303 149

Toy-Based Programming and Childrens Knowledge of Products. 6p. 1mf. L1 ED 303 158

Trouble on the Set. An Analysis of Female Characters on 1985 Television Programs. 18p. 1mf. L2 ED 303 150

What's Wrong with This Picture? A Look at Working Women on Television. 25p. 1mf. L2 ED 303 146

Women Out of View. An Analysis of Female Characters on 1987-88 TV Programs. 30p. 1mf. L2 ED 303 151

Programing Languages

Potpourri of Pascal Programs. 37p. 1mf. L1 ED 303 359

Project Advancement Based on Competency

Project ABC: Advancement Based on Competency. 1982-1987 Summary Report. 33p. 1mf. L1 ED 303 471

Project Head Start

Impact Evaluation of the Resource Access Projects, 1983-1984. 209p. 3mf. L1 ED 303 020

Impact Evaluation of the Resource Access Projects, 1986-1987. 198p. 3mf. L1 ED 303 021

Transitional Services Model for Preschool Children Preparing To Enter Kindergarten Involving Parents, Teachers, and Public Schools. 130p. 2mf. L1 ED 303 248

Project STAR

Some Analyses of Kindergarten Results in a Statewide Study of Class Size: Project ST*R, Tennessee, 1985-86. (Draft). 24p. 1mf. L1 ED 303 232

Promotion (Occupational)

Development, Validation, and Use of an Item Bank for Police Promotion Examinations. 6p. 1mf. L1 ED 303 496

Promotional Gates Program NY

Follow-Up Study of the 1982-83 Promotional Gates Students. OEA Evaluation Report. 50p. 1mf. L1 ED 303 556

Propaganda

Propagandist of the Revolution: Samuel Adams. 30p. 1mf. L1 ED 303 386

Proposal Writing

Analysis of Research and Lecturing Proposals That Meet Fulbright Quality Standards. 16p. 1mf. L1 ED 303 112

Proposed Legislation

Hearing on H.R. 2246, Jobs for Employable Dependent Individuals "JEDI." Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session. 43p. 1mf. L1 ED 303 551

Protocol Analysis

Learning via Model Construction and Criticism: Protocol Evidence on Sources of Creativity in Science. 99p. 2mf. L1 ED 303 357

Psychological Characteristics

Psychological Mechanisms in Children with Deficient Empathy and Sympathy. 9p. 1mf. L1 ED 302 864

Psychological Constructs

Effects of Self-Generated Examples on Retention of Selected Concepts. 21p. 1mf. L1 ED 303 501

Psychological Evaluation

Professional Standards of Practice in Child Custody Examinations. 15p. 1mf. L1 ED 302 762

Psychological Patterns

Integrated Developmental Model of Supervision. 9p. 1mf. L1 ED 302 789

Pornography, Human Mutilation and Psychological Dysfunction. 11p. 1mf. L1 ED 302 792

Psychological Services

Training MA Psychologists for Work in Rural Settings: Issues and Models. 12p. 1mf. L1 ED 302 768

Psychological Testing

Confirmatory Factor Analysis of Data from the Myers-Briggs Type Indicator. 20p. 1mf. L1 ED 303 489

Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88. 23p. 1mf. L1 ED 303 479

Psychologists

Professional Standards of Practice in Child Custody Examinations. 15p. 1mf. L1 ED 302 762

Training MA Psychologists for Work in Rural Settings: Issues and Models. 12p. 1mf. L1 ED 302 768

Psychology

Effectiveness of Using Interactive Computer Programs To Model Textbook Reading Strategies for University and Community College Psychology and Biology Students. 28p. 1mf. L1 ED 302 810

Psychometrics

Nature of Field Independence: Percentiles and Factor Structure of the Finding Embedded Figures Test--Research Edition. 32p. 1mf. L1 ED 303 520

Psychomotor Skills

Factors Influencing Movement Consistency during the Learning/Performance of Perceptual Motor Tasks. 15p. 1mf. L1 ED 303 431

Psychotherapy

Order Out of Chaos: A Structural Analysis of Group Therapy. 43p. 1mf. L1 ED 302 778

Public Administration

Information Systems for Government and Business: Trends, Issues, Challenges. Proceedings of the Kawasaki International Seminar on the Information Systems Challenge for Government and Business (2nd, Kawasaki City, Japan, July 21-24, 1987). 592p. 7mf. L2 ED 303 178

Public Agencies

Glossary of Environmental Terms and Acronym List. 32p. 1mf. L1 ED 303 347

Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16. 21p. 1mf. L1 ED 303 406

Public Colleges

Financial Report of Ontario Universities, 1987-88. Volume I--Universities. 296p. 4mf. L2 ED 303 118

Study of Transfer Students at Public Institutions of Higher Education in North Dakota. 44p. 1mf. L1 ED 303 114

Public Education

Change in Public Education: A Technological Perspective. Trends & Issues, Series Number 1. 32p. 1mf. L1 ED 302 940

Urgent Challenge: Educational Excellence for All. Final Report of the Mayor's Advisory Commission on Postsecondary Education. 89p. 1mf. L1 ED 303 063

Public Health

Biology, Medicine, and the Bill of Rights. Special Report. 130p. 2mf. L1 ED 303 323

Public Health Legislation

AIDS Policies and Resources for Community Colleges. 46p. 1mf. L1 ED 303 192

Public Libraries

Literacy: The Key to Success. A Literacy Handbook, 2nd Edition. 25p. 1mf. L1 ED 303 180

LSCA Program Purposes: Needs and Intended Actions. Supplement 1 to Library Service to the People of New York State, October 1, 1988 through September 30, 1993. 26p. 1mf. L1 ED 303 170

Policy Guidelines on the Administration of LSCA Funds, 1988-89. Supplement 2 to "Library Service to the People of New York State, October 1, 1988 through September 30, 1993." 20p. 1mf. L1 ED 303 171

Public Policy

Changing American Family and Public Policy. 263p. mf. L3 ED 303 554

Changing Patterns of Finance in Higher Education. Country Study: Denmark. OECD Educational Monographs. 37p. 1mf. L2 ED 303 105

Child Support Enforcement Program. Hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means, House of Representatives, One Hundredth Congress, Second Session (February 23, 25; and March 2, 1988). 642p. 7mf. L1 ED 303 268

Defaults in the Federal Guaranteed Student Loan Programs. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. One Hundredth Congress. Second Session. 405p. 5mf. L1 ED 303 103

Early Intervention Public Policy: Past, Present, and Future. 17p. 1mf. L1 ED 302 973

Language Policy and Planning. ERIC Digest. 48p. 1mf. L1 ED 303 051

Les Enjeux juridiques et socio-politiques des conflits linguistiques: le cas de l'Ontario (The Legal and Sociopolitical Stakes of Language Conflicts: The Case of Ontario). Publication G-10. 164p. 2mf. L1 ED 303 041

Preparing for Change: The Implementation of Public Law 99-457. 13p. 1mf. L1 ED 302 974

Recommendations for a Vocational Technical Education Act. 32p. 1mf. L2 ED 302 733

Thirteenth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. Including Findings and Recommendations on U.S. Employment in an International Economy, Patterns of Participation in Job Training Partnership Programs, Providing Intervention Assistance for Youth At-Risk. Report No. 25. 35p. 1mf. L1 ED 302 683

Towards a Fair and Just Society. 62p. 1mf. L1 ED 303 234

Vulnerable: Sexual Abuse and People with an Intellectual Handicap. 128p. 2mf. L2 ED 302 975

Who Are the Homeless? What Is Homelessness? The Politics of Defining an Emerging Policy Issue. U.B.C. Planning Papers: Discussion Papers #10. 26p. 1mf. L1 ED 303 565

Public Relations

Care and Resources for Employees and Their Dependents. 56p. 1mf. L1 ED 303 251

Promotional Techniques for the Small Budget. (There Is More to Athletic Promotions Than Meets the Eye.) 11p. 1mf. L1 ED 303 447

Special Events: Planning for Success. 82p. 1mf. L2 ED 303 121

Public School Teachers

Annual Report 1984-1985. Yukon Department of Education. 31p. 1mf. L1 ED 303 282

Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas. 22p. 1mf. L1 ED 303 485

Discriminant Analysis of Teachers' Learning Styles: Profiled by Teaching Areas. 10p. 1mf. L1 ED 303 428

Moonlighting among Public School Teachers. Survey Report. 51p. 1mf. L1 ED 303 456

Sources of Workers' Subcultures in Organization: A Case Study of a Public School Faculty. 26p. 1mf. L1 ED 303 433

Public Schools

Annual Report 1984-1985. Yukon Department of Education. 31p. 1mf. L1 ED 303 282

Cleveland County: A Special Report 1988. 68p. 1mf. L1 ED 303 293

Current Trends in Public School Kindergarten: Full Days and Four-Year-Olds. Research Report. 17p. 1mf. L1 ED 303 242

Introducing New Organizational Structures in Education: The Importance of Understanding the Formation of Organizational Cultures. 29p. 1mf. L1 ED 303 272

New Mexico Dropout Study, 1986-87 School Year. 23p. 1mf. L1 ED 303 289

New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System. 1986-87 . 136p. 2mf. L1 ED 303 548

Q.A.: Improving Kentucky Schools: A Conversation with Governor Wallace G. Wilkinson. 37p. 1mf. L1 ED 303 308

Public Service

Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports. 37p. 1mf. L1 ED 303 389

Study of Public Service in Higher Education. ASHE 1988 Annual Meeting Paper. 30p. 1mf. L1 ED 303 065

Public Speaking

Instructional Approach for Minimizing Stage Fright: Insights from Buss' Theory of Audience Anxiety. 17p. 1mf. L1 ED 302 856

Publishing Industry

Evaluative Directory to Producers and Distributors of Unabridged Books on Cassette Tape. Occasional Papers Number 184. 40p. 1mf. L2 ED 303 167

Puerto Ricans

Well-Being of Recently Divorced Puerto Rican Women. 19p. 1mf. L1 ED 303 552

Puerto Rico

Well-Being of Recently Divorced Puerto Rican Women. 19p. 1mf. L1 ED 303 552

Purchasing

Microcomputers. LC Science Tracer Bullet. 17p. 1mf. L1 ED 303 173

Qualitative Research

Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches. 16p. 1mf. L1 ED 302 998

Quality Assurance

Quality Assurance: Administrator's Panacea or Pandemonium. 18p. 1mf. L1 ED 302 756

Quality of Working Life

Job-Saving Strategies: Worker Buyouts and QWL. 355p. 4mf. L2 ED 302 729

Questioning Techniques

Effect of Using Predictions on a Reader's Comprehension. 48p. 1mf. L1 ED 302 835

Racial Differences

Comparison of Black and White Middle Class Children's Performance on Three Ability Measures. 12p. 1mf. L1 ED 303 545

Educating Black Male Youth: A Moral and Civic Imperative. An Introspective Look at Black Male Students in the New Orleans Public Schools. 57p. 1mf. L1 ED 303 546

High School Graduate Follow-Up Report, June 1987 Graduates. 65p. 1mf. L1 ED 303 532

High-Achieving Black Students: What Characterizes the Schools They Attend and Their Academic Behaviors? 42p. 1mf. L1 ED 302 892

New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System. 1986-87 . 136p. 2mf. L1 ED 303 548

Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88. 16p. 1mf. L1 ED 303 484

Race and Geographical Mobility in the United States, 1940-1980. 32p. 1mf. L2 ED 303 533

Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983. 21p. 1mf. L1 ED 303 538

Supporting Individual Differences in the Classroom. 23p. 1mf. L1 ED 303 270

Racial Factors

Black Faculty: The Reasons They Teach in Predominantly Black Colleges. ASHE 1988 Annual Meeting Paper. 18p. 1mf. L1 ED 303 091

Racial Integration

Putting Together the Picture of School Improvement in Buffalo. 27p. 1mf. L1 ED 302 944

Racially Balanced Schools

Putting Together the Picture of School Improvement in Buffalo. 27p. 1mf. L1 ED 302 944

Radiation Effects

Radon Reduction Methods: A Homeowner's Guide. 28p. 1mf. L1 ED 303 340

Radio

Status of Women in the Broadcasting Industry Today. Proceedings of a Sympoisum (Washington, D.C., December 5, 1984). 22p. 1mf. L2 ED 303 149

Radon

Radon Reduction Methods: A Homeowner's Guide. 28p. 1mf. L1 ED 303 340

Rating Scales

Rating Variable Performance. 24p. 1mf. L1 ED 302 770

Reading Achievement

Basic Skills Assessment Program, Spring 1987. Annual Report No. 87-24. 189p. 2mf. L1 ED 303 467

Enhancing Parental Involvement in Fourth Grade Reading. 130p. 2mf. L1 ED 302 815

High-Achieving Black Students: What Characterizes the Schools They Attend and Their Academic Behaviors? 42p. 1mf. L1 ED 302 892

Relationships among Communication Apprehension, Reading Achievement, Teacher-Perceived Communication Apprehension, and Intelligence. 17p. 1mf. L1 ED 302 858

Reading Aloud to Others

Analysis of Language Transactions within the Storybook Reading Environment in Selected Out-of-Home Childcare Centers. 61p. 1mf. L1 ED 302 816

Reading Assignments

Ready to Read! 119p. 2mf. L1 ED 302 840

Reading Attitudes

Incorporating Children's Literature into the Elementary School Reading and Language Arts Curriculum: An Annotated Bibliography. 57p. 1mf. L1 ED 302 853

Reading Effectiveness Program. Elementary Curriculum Guide. 244p. 3mf. L1 ED 302 814

Reading Habits of Students in Adult Basic Education and High School Equivalency Programs. 34p. 1mf. L1 ED 302 646

Reading Comprehension

Can Prior Knowledge Hurt Text Comprehension? An Answer Borrowed from Plato, Aristotle, and Descartes. 14p. 1mf. L1 ED 302 843

Comparing American Cultural Literacy and Context Reading Strategies of International Students and American Undergraduates. 22p. 1mf. L1 ED 302 831

Comprehension Instruction of Award Winning Teachers, Masters Degree Teachers and Non-Masters Degree Teachers. 59p. 1mf. L1 ED 302 838

Effect of Using Predictions on a Reader's Comprehension. 48p. 1mf. L1 ED 302 835

Effects of Sentence-Combining Using Word Processing Technology on the Reading Comprehension and Writing Fluency of Low-Achieving Fourth Grade Students. 19p. 1mf. L1 ED 302 845

Effects of Writing on Elementary School Students' Reading Comprehension. 40p. 1mf. L1 ED 302 854

From Present to Future: Beyond "Becoming a Nation of Readers." Technical Report No. 443. 22p. 1mf. L1 ED 302 823

Internal Construct Validation Study of the "Iowa Tests of Basic Skills" (Level 12, Form G) Reading Comprehension Test Items. 24p. 1mf. L1 ED 303 481

Prior Knowledge and Task Variations in Learning Word Meanings from Context. 18p. 1mf. L1 ED 302 806

Reading Comprehension Research: A Selected Review. Technical Report No. 448. 30p. 1mf. L1 ED 302 827

Text-Frame Relationships and ESL. 14p. 1mf. L1 ED 303 037

Reading Difficulties

Frequency-Specific, Binaural Stimulation of Students with Reading and Spelling Difficulties. 14p. 1mf. L1 ED 302 809

Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced? 23p. 1mf. L1 ED 302 841

Reading Habits

Reading Habits of Students in Adult Basic Education and High School Equivalency Programs. 34p. 1mf. L1 ED 302 646

Who Reads Literature? Survey Data on the Reading of Fiction, Poetry, and Drama by U.S. Adults during the 1980s. 92p. 1mf. L1 ED 302 812

Reading Improvement

Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students. 131p. 2mf. L1 ED 302 833

Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced? 23p. 1mf. L1 ED 302 841

Study of Peer Tutors Using the Neurological Impress Method. 14p. 1mf. L1 ED 302 837

Reading Instruction

Case Study in Teacher-Centered Curriculum Development: The Process in Walpole Public Schools. 41p. 1mf. L1 ED 302 891

From Present to Future: Beyond "Becoming a Nation of Readers." Technical Report No. 443. 22p. 1mf. L1 ED 302 823

Learning To Read in Japan. Technical Report No. 449. 25p. 1mf. L1 ED 302 828

Methodologies of Reading and Writing in Kindergarten. 71p. 1mf. L1 ED 302 834

Motivation in the Reading Curriculum. 13p. 1mf. L1 ED 302 805

Perspectives in Teaching Reading. 9p. 1mf. L1 ED 302 818

Reading Comprehension Research: A Selected Review. Technical Report No. 448. 30p. 1mf. L1 ED 302 827

Reform in the Reading Curriculum. 18p. 1mf. L1 ED 302 839

Study of Peer Tutors Using the Neurological Impress Method. 14p. 1mf. L1 ED 302 837

Reading Interests

Reading Effectiveness Program. Elementary Curriculum Guide. 244p. 3mf. L1 ED 302 814

Reading Habits of Students in Adult Basic Education and High School Equivalency Programs. 34p. 1mf. L1 ED 302 646

Who Reads Literature? Survey Data on the Reading of Fiction, Poetry, and Drama by U.S. Adults during the 1980s. 92p. 1mf. L1 ED 302 812

Reading Motivation

Motivation in the Reading Curriculum. 13p. 1mf. L1 ED 302 805

Reading Processes

Reading Comprehension Research: A Selected Review. Technical Report No. 448. 30p. 1mf. L1 ED 302 827

Reading Programs

Case Study in Teacher-Centered Curriculum Development: The Process in Walpole Public Schools. 41p. 1mf. L1 ED 302 891

Incorporating Children's Literature into the Elementary School Reading and Language Arts Curriculum: An Annotated Bibliography. 57p. 1mf. L1 ED 302 853

Reading Effectiveness Program. Elementary Curriculum Guide. 244p. 3mf. L1 ED 302 814

Reading Recovery Projects

Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced? 23p. 1mf. L1 ED 302 841

Reading Research

From Present to Future: Beyond "Becoming a Nation of Readers." Technical Report No. 443. 22p. 1mf. L1 ED 302 823

Reading Comprehension Research: A Selected Review. Technical Report No. 448. 30p. 1mf. L1 ED 302 827

Reading Strategies

Effectiveness of Using Interactive Computer Programs To Model Textbook Reading Strategies for University and Community College Psychology and Biology Students. 28p. 1mf. L1 ED 302 810

Reading Writing Relationship

Effects of Writing on Elementary School Students' Reading Comprehension. 40p. 1mf. L1 ED 302 854

Realism

Evaluation of the Trends of Realism in Caldecott Winner and First Honor Books 1966-1986. 25p. 1mf. L1 ED 302 851

Recall (Psychology)

Stimulated Recall and Teachers' Thought Processes: A Critical Review of the Methodology and an Alternative Perspective. 20p. 1mf. L1 ED 303 500

Recognition (Psychology)

Infants' Recognition of Facial Expressions from Partial Features of the Face. 6p. 1mf. L1 ED 303 258

Recordkeeping

Strategic Plan for Managing and Preserving Electronic Records in New York State Government: Final Report of the Special Media Records Project. 44p. 1mf. L1 ED 303 172

Records (Forms)

Facilities Planning for Small Colleges. 220p. 3mf. L1 ED 302 903

Recreational Activities

Omnibus of Fun. Volume 1. A Treasury of Fun for Recreation Leaders. 168p. 2mf. L2 ED 303 315

Recreational Facilities

Access Guide to South Carolina State Parks for People with Special Needs. 49p. 1mf. L1 ED 302 983

Design Guidelines: Study of Handicapped Accessibility in South Carolina State Parks. 131p. 2mf. L1 ED 302 984

Site and Facilities: A Resource Book for Camps. 96p. 1mf. L2 ED 303 313

Recreational Reading

Perfect Day for the Tajar: And Nine More Stories. 66p. 1mf. L2 ED 303 314

Turning Students into Readers: Librarians and Teachers Cooperating. 11p. 1mf. L1 ED 302 807

Who Reads Literature? Survey Data on the Reading of Fiction, Poetry, and Drama by U.S. Adults during the 1980s. 92p. 1mf. L1 ED 302 812

Reduction in Force

Job-Saving Strategies: Worker Buyouts and QWL. 355p. 4mf. L2 ED 302 729

Reference Materials

Microcomputers. LC Science Tracer Bullet. 17p. 1mf. L1 ED 303 173

Optical Disk Technology. A Brief Guide to Materials in the Library of Congress. LC Science Tracer Bullet. 11p. 1mf. L1 ED 303 174

Reflective Teaching Instrument

Reflective Teaching and Teacher Effectiveness: Measurement Considerations. 15p. 1mf. L2 ED 303 506

Refugees

Culture in Crisis: Cambodian Refugees in California. 9p. 1mf. L1 ED 303 530

Early Childhood Program Administrators and Parents from Third World Countries. 13p. 1mf. L1 ED 303 250

Family Day Care Training Curriculum (Lao). 199p. 3mf. L1 ED 303 246

Family Day Care Training Curriculum. 132p. 2mf. L1 ED 303 244

Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese). 123p. 2mf. L1 ED 303 245

Southeast Asian Family Day Care Resource Manual. 72p. 1mf. L1 ED 303 247

Study of Self-Concept of Cambodian Children in Two Richmond Public Schools. 34p. 1mf. L1 ED 303 559

Regional Characteristics

Strategies and Effectiveness of Rural Schools/University Collaborations. 68p. 1mf. L1 ED 303 299

Regional Planning

Library Service to the People of New York State. A Long-Range Program, October 1, 1988-September 30, 1993, for the Improvement of Library Services Utilizing Local, State, and Federal Resources. 50p. 1mf. L1 ED 303 169

Regional Schools

Community College-High School Connection. Articulated Programs at San Juan College. 40p. 1mf. L1 ED 302 643

Rehabilitation

Head-Injured College Student. 81p. mf. L3 ED 303 002

Swallowing Disorders: What Families Should Know. 18p. 1mf. L2 ED 303 007

Relapse

Determinants of Relapse for Polysubstance Abusers. 18p. 1mf. L1 ED 302 785

Related Subjects Instruction

Prepare for Students' Related Instruction. Second Edition. Module J-9 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series. 40p. 1mf. L1 ED 302 650

Relevance (Education)

Integrating Mathematics with the Study of Cultural Traditions. 10p. 1mf. L1 ED 303 540

Moral Dimensions of Curriculum Choices. 14p. 1mf. L1 ED 302 896

Reliability

Reliability and Validity of a Scale To Measure Teachers' Attitudes toward Integration, in an Australian Context. 20p. 1mf. L1 ED 303 239

Relocation

Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy. 46p. 1mf. L2 ED 303 568

Remedial Programs

Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students. 131p. 2mf. L1 ED 302 833

Follow-Up Study of the 1982-83 Promotional Gates Students. OEA Evaluation Report. 50p. 1mf. L1 ED 303 556

Summer Youth Job Program: Congressional Action Has Increased Emphasis on Remedial Education. Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, U.S. Senate. 95p. 1mf. L1 ED 303 536

Remedial Reading

Decoding Skills and the Remedial Reading Program. 14p. 1mf. L1 ED 302 811

Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students. 131p. 2mf. L1 ED 302 833

Repair

Aviation Maintenance Technology. Airframe. A201. Airframe Structures and Non-Metallic Structural Repairs. Instructor Material. 377p. 4mf. L1 ED 302 630

Required Courses

Waiver Study, Fall 1987-Spring 1988. Focus Study, Mt. San Antonio College. 26p. 1mf. L1 ED 303 208

Research

Improving Research through Peer Review. 43p. 1mf. L1 ED 303 344

Research and Development

Adult Literacy Research and Development: An Agenda for Action. Background Paper Prepared for Project on Adult Literacy. 51p. 1mf. L1 ED 302 676

Elementary Social Studies: Throwing Out the Baby with the Bath Water? 19p. 1mf. L1 ED 303 399

Leadership, Conflict Management, and Researcher Motivation and Productivity in Scientific R & D Laboratories: The Case of Japan. ASHE 1988 Annual Meeting Paper. 78p. 1mf. L1 ED 303 082

Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1987-88. 150p. 2mf. L1 ED 302 734

Summaries of Research and Development Activities in Agricultural Education in the United States of America 1985-1986. 182p. 2mf. L1 ED 302 666

Translating Empirical Findings into an Intervention for Children of Divorce. 16p. 1mf. L1 ED 302 744

Research and Development Centers
Annual Review of OCLC Research, June 1987-June 1988.
89p. 1mf. L2 ED 303 163
Directory of Organizations in Educational Management. Eighth Edition.
51p. 1mf. L1 ED 302 941
Educational Technology Center Fifth Year Report.
134p. 2mf. L1 ED 303 373
Institutional Projects Funded by OERI. Revised April 1988.
79p. 1mf. L1 ED 303 159

Research Design
Conducting a Survey: The Dollars and Sense of It.
14p. 1mf. L2 ED 302 922
From Short- to Long-Term: Studying Science Education Longitudinally.
39p. 1mf. L1 ED 303 351
Teacher Education and Learning To Teach: A Research Agenda. Issue Paper 88-7.
24p. 1mf. L1 ED 303 426

Research Libraries
Automation Inventory of Research Libraries, 1988.
183p. 2mf. L2 ED 303 165

Research Methodology
Assessing the Impact of Planned Social Change. Occasional Paper Series, #8.
74p. 1mf. L1 ED 303 512
Assessing the Import of Media-Related Effects: Some Contextualist Considerations.
30p. 1mf. L1 ED 302 871
Case against Using Stepwise Research Methods.
11p. 1mf. L1 ED 303 507
Development of Justifications for Moral Judgements.
33p. 1mf. L1 ED 303 259
Dissertation Literature Review: How Faculty Advisors Prepare Their Doctoral Candidates.
166p. 2mf. L1 ED 303 131
From Short- to Long-Term: Studying Science Education Longitudinally.
39p. 1mf. L1 ED 303 351
Getting at the Core of the New York State Mentor Teacher-Internship Program: Relationships.
28p. 1mf. L1 ED 303 463
Homeless Mentally Ill: Problems and Options in Estimating Numbers and Trends. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
123p. 2mf. L1 ED 302 738
Measuring School Effectiveness Using Hierarchical Linear Models.
22p. 1mf. L1 ED 303 477
Sensitive Technology Assessment of ACOT.
9p. 1mf. L1 ED 303 156
Teacher Education and Learning To Teach: A Research Agenda. Issue Paper 88-7.
24p. 1mf. L1 ED 303 426
Validation of an Identity Development Model.
9p. 1mf. L1 ED 303 531

Research Needs
Adult Literacy Research and Development: An Agenda for Action. Background Paper Prepared for Project on Adult Literacy.
51p. 1mf. L1 ED 302 676
Elementary Social Studies: Throwing Out the Baby with the Bath Water?
19p. 1mf. L1 ED 303 399
HIV-Related Illnesses: Topics for Health Services Research.
14p. 1mf. L1 ED 302 739

Research Problems
Adult Literacy Research and Development: An Agenda for Action. Background Paper Prepared for Project on Adult Literacy.
51p. 1mf. L1 ED 302 676
Prevalence of Alcohol Abuse among the Elderly.
39p. 1mf. L1 ED 302 804
Statistical Significance Testing: From Routine to Ritual.
15p. 1mf. L1 ED 303 514

Research Projects
Annual Review of OCLC Research, June 1987-June 1988.
89p. 1mf. L2 ED 303 163
Educational Technology Center Fifth Year Report.
134p. 2mf. L1 ED 303 373
Institutional Projects Funded by OERI. Revised April 1988.
79p. 1mf. L1 ED 303 159
Summaries of Research and Development Activities in Agricultural Education in the United States of America 1985-1986.
182p. 2mf. L1 ED 302 666
Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1987-88.
150p. 2mf. L1 ED 302 734

Research Training
Cost-Effectiveness of Training Modalities in Population Education. Population Education Programme Service Manual.
83p. 1mf. L2 ED 303 388

Research Utilization
Attitudes toward Research-Based Effective Teaching Behaviors from Teachers, Principals, and College Faculties and Students.
18p. 1mf. L1 ED 303 449

Researchers
Institutional Factors That Motivate Research Activity in Research Universities. A Progress Report. ASHE 1988 Annual Meeting Paper.
17p. 1mf. L1 ED 303 081
Leadership, Conflict Management, and Researcher Motivation and Productivity in Scientific R & D Laboratories: The Case of Japan. ASHE 1988 Annual Meeting Paper.
78p. 1mf. L1 ED 303 082
Scholar: Integrating Teaching and Research in Higher Education. ASHE 1988 Annual Meeting Paper.
21p. 1mf. L1 ED 303 095

Residence Requirements
Review of Out-of-State/Out-of-Country Fees.
22p. 1mf. L1 ED 303 225

Resident Camp Programs
Economic Impact of Organized Camping in the United States in 1982: An Estimate and Analysis.
62p. 1mf. L2 ED 303 310

Residential Institutions
Using Participatory Management in a Traditional Environment.
22p. 1mf. L1 ED 302 895

Residential Patterns
Race and Geographical Mobility in the United States, 1940-1980.
32p. 1mf. L2 ED 303 533
Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568

Resource Allocation
Reconceptualization of the Budget Envelope.
12p. 1mf. L1 ED 302 939
Relationship between Environmental Factors and State Appropriations to Public Universities. ASHE 1988 Annual Meeting Paper.
38p. 1mf. L1 ED 303 088

Resource Materials
Economic and Community Development Resource Guide for Native Americans.
87p. 1mf. L1 ED 303 298
Handbook for Teaching Assistants: The TA at U of D. Fourth Edition.
111p. 2mf. L1 ED 303 448
Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833.
80p. 1mf. L1 ED 303 324
Science for Children. Resources for Teachers.
194p. 3mf. L2 ED 303 320

Resources in Education
Resources in Education (RIE). Volume 24, Number 6.
p. mf. L2 ED 302 624

Response Patterns
Modeling Item Responses When Different Subjects Employ Different Solution Strategies.
58p. 1mf. L1 ED 303 474

Resumes (Personal)
Get that Job!
13p. 1mf. L1 ED 302 690

Retention (Psychology)
Effects of Self-Generated Examples on Retention of Selected Concepts.
21p. 1mf. L1 ED 303 501
Toy-Based Programming and Childrens Knowledge of Products.
6p. 1mf. L1 ED 303 158

Retraining
Education and the Global Marketplace.
11p. 1mf. L2 ED 302 685
Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2.
70p. 1mf. L1 ED 302 688
Handbook for Short-Term Training.
83p. 1mf. L1 ED 302 657
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6.
56p. 1mf. L1 ED 302 686

Retrenchment
Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16.
21p. 1mf. L1 ED 303 406
University Context and Strategy Making. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 092
What We Know about Administering Enrollment Decline and Fiscal Retrenchment in Schooling.
18p. 1mf. L1 ED 303 303

Revolutionary War (United States)
Propagandist of the Revolution: Samuel Adams.
30p. 1mf. L1 ED 303 386

Rhetorical Criticism
Pope John Paul II's Address to Black Catholics: A Motive Analysis.
18p. 1mf. L1 ED 302 865

Rhetorical Strategies
Pope John Paul II's Address to Black Catholics: A Motive Analysis.
18p. 1mf. L1 ED 302 865

Rhode Island
SWAS: School within a School. A Middle Level Dropout Intervention Program.
10p. 1mf. L1 ED 302 919

Richardson Power Profile
Comparison of Measures of Administrator Reliance on Power Bases for Influence.
21p. 1mf. L1 ED 303 516

Richmond Public Schools VA
Study of Self-Concept of Cambodian Children in Two Richmond Public Schools.
34p. 1mf. L1 ED 303 559

Risk
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986).
244p. 3mf. L1 ED 302 659

Robichaux (Kerry Stewart)
Text-Frame Relationships and ESL.
14p. 1mf. L1 ED 303 037

Role of Education
Education and the Economy. A Vocational Perspective. A Vocational Training Council Discussion Paper Based on a Survey Conducted between July and November 1985.
29p. 1mf. L1 ED 302 673
Role of Vocational Education in Preparing Young People for Adult Life and Employment. A Discussion Paper.
68p. 1mf. L1 ED 302 671

Role Perception
Changes in School Psychology Practice: A Five Year Update.
15p. 1mf. L1 ED 302 782
Mediators of Stress and Role Satisfaction in Multiple Role Persons.
42p. 1mf. L1 ED 302 772

Role Playing
Tell-A-Phone: A Pragmatic Tool for Speech and Language Intervention.
39p. 1mf. L2 ED 303 014

Role Satisfaction
Employed Parents' Depression: Effects of Spouse Support and Child Behavior.
18p. 1mf. L1 ED 302 748
Mediators of Stress and Role Satisfaction in Multiple Role Persons.
42p. 1mf. L1 ED 302 772

Routine Environments
Teaching Curriculum Goals in Routine Environments: A Manual for the Instruction of Multi-Handicapped Students.
132p. 2mf. L2 ED 302 987

Rural Areas
Educational Considerations, Spring 1986.
41p. 1mf. L1 ED 303 302
Remarks on Successful Economic Development Programs in Rural Areas.
7p. 1mf. L1 ED 303 307
Rural Areas in the 1980s: Prologue to the 21st Century.
26p. 1mf. L1 ED 303 304
Rural-Urban Differences in Environmental Concern: A Closer Look.
53p. 1mf. L1 ED 303 280
Training MA Psychologists for Work in Rural Settings: Issues and Models.
12p. 1mf. L1 ED 302 768

Rural Development
Remarks on Successful Economic Development Programs in Rural Areas.
7p. 1mf. L1 ED 303 307

Rural Economics
CA Rural Knowledge Bowl Adds Action to Economics.
12p. 1mf. L1 ED 303 306

Rural Education
Educational Considerations, Spring 1986.
41p. 1mf. L1 ED 303 302
Secondary Vocational Training in Technologically Intensive Industries in Arizona: New Directions in Rural Education.
45p. 1mf. L1 ED 302 641

Rural Environment
Training Parents of Developmentally Delayed Children in Rural Areas.
35p. 1mf. L1 ED 302 979

Rural Extension
Development Communication Report. No. 56-59.
62p. 1mf. L1 ED 303 134

Rural Family
Counselling Farmers Facing Situationally Determined Career Change.
15p. 1mf. L1 ED 302 798

Rural Population
"It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties.
77p. 1mf. L1 ED 303 283
Nonmetro Elderly: Economic and Demographic Status.
46p. 1mf. L1 ED 303 296

Rural Satellite Program
Development Communication Report. No. 56-59.
62p. 1mf. L1 ED 303 134

Rural Schools
Education Reform in Rural Appalachia, 1982-1987.
200p. 3mf. L1 ED 303 287
Implications of Economic, Social, and Educational Developments in Rural America for Rural School Systems.
20p. 1mf. L1 ED 303 305
Rural Areas in the 1980s: Prologue to the 21st Century.
26p. 1mf. L1 ED 303 304
Strategies and Effectiveness of Rural Schools/University Collaborations.
68p. 1mf. L1 ED 303 299
Teacher Effectiveness via Interactive Satellite: Preliminary Findings from Observation of Three Teachers over the TI-IN Interactive Satellite Network.
20p. 1mf. L1 ED 303 295

Rural Urban Differences
Rural-Urban Differences in Environmental Concern: A Closer Look.
53p. 1mf. L1 ED 303 280

Russian
Mark Smith's Diary.
84p. 1mf. L1 ED 303 052

Safety
Bathing Techniques for Children Who Have Cerebral Palsy.
18p. 1mf. L2 ED 303 010
Healthy Young Children: A Manual for Programs.
346p. 4mf. L2 ED 303 264

Saint Cloud State University MN
Ethics Across-the-Curriculum.
13p. 1mf. L1 ED 303 113

Sales Workers
When Salespeople Touch Customers: Reactions and Perceptions.
24p. 1mf. L1 ED 302 745

Sampling
Conducting a Survey: The Dollars and Sense of It.
14p. 1mf. L2 ED 302 922

Sampling Error
Finding a Correction for the Sampling Error in Multivariate Measures of Relationship: A Monte Carlo Study.
43p. 1mf. L1 ED 303 523

San Jose State University CA
Proposed Establishment of San Jose State University's Tri-County Center in Salinas. A Report to the Governor and Legislature in Response to a Request by the California State University for Funds to Create an Off-Campus Center to Serve Monterey, San Benito, and Santa Cruz Counties. Report No. 88-37.
103p. 2mf. L1 ED 303 110

San Jose Unified School District CA
Administrator Training Program. A Model of Educational Leadership.
16p. 1mf. L1 ED 302 882

San Juan College NM
Community College-High School Connection. Articulated Programs at San Juan College.
40p. 1mf. L1 ED 302 643

Sanitation
Healthy Young Children: A Manual for Programs.
346p. 4mf. L2 ED 303 264

Scheduling
Working with the School Age Child: Activities to Enrich Your School Age Child Care Program.
15p. 1mf. L1 ED 303 266

Scholarship
Relations of Literature and Science. An Annotated Bibliography of Scholarship, 1880-1980.
458p. mf. L3 ED 303 322

Scholarships
Gender Balancing the Curriculum with Faculty/Student Teamwork: A Case Study.
10p. 1mf. L1 ED 303 392
NASFAA Annotated Bibliography of Literature on Student Financial Aid: 1977-1985.
112p. 2mf. L1 ED 303 054
What New Students Are Thinking. A Survey of the 1988 North Dakota Scholars Program Candidates.
44p. 1mf. L1 ED 303 115

School Activities
Teacher Involvement: A Message for "Restructurers."
20p. 1mf. L1 ED 302 915
Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center.
124p. 2mf. L1 ED 303 529

School Administration
School Officials and the Courts: Update 1988. ERS Monograph.
51p. mf. L3 ED 302 946

School Age Day Care
Working with the School Age Child: Activities to Enrich Your School Age Child Care Program.
15p. 1mf. L1 ED 303 266

School Based Management
How One School District Implemented Site-Based School Improvement Planning Teams.
32p. 1mf. L1 ED 302 888
Q.A.: Improving Kentucky Schools: A Conversation with Governor Wallace G. Wilkinson.
37p. 1mf. L1 ED 303 308
School Based Improvement and Effective Schools: A Perfect Match for Bottom-Up Reform. An ACCESS Printout.
79p. 1mf. L1 ED 302 884
School Productivity, Class Size, and Choice.
5p. 1mf. L2 ED 302 905
School-Based Management/Shared-Decision Making--a Pilot Program: A Historical Perspective.
278p. 3mf. L1 ED 302 933

School Buildings
Asbestos-in-Schools: A Guide to New Federal Requirements for Local Education Agencies.
47p. 1mf. L1 ED 303 345

School Business Relationship
Benefits of Corporate-University Partnerships. ASHE 1988 Annual Meeting Paper.
15p. 1mf. L1 ED 303 064
Business/Education Partnerships in South Carolina. Model Projects.
41p. 1mf. L1 ED 302 637
Developing an Industry Base for Office Education Programs.
212p. 3mf. L1 ED 302 719
Exemplary Practices Linking Economic Development and Job Training.
24p. 1mf. L1 ED 302 715
Handbook for Short-Term Training.
83p. 1mf. L1 ED 302 657
Industry/Electronics Education Joint Venture.
20p. 1mf. L1 ED 302 645
Integrated Occupational Program: Information Manual for Administrators, Counsellors, and Teachers. Interim 1988.
92p. 1mf. L2 ED 302 994
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986).
244p. 3mf. L1 ED 302 659
Public Involvement Programs. Statewide Survey Data.
76p. 1mf. L1 ED 302 638
School/College/Business Partnerships. Proceedings: The Conference of the University/Urban Schools National Task Force (10th, Santa Barbara, California, November 4-5, 1988).
93p. 1mf. L1 ED 303 539
Study of the Attitudes and Perceptions of Principals toward the Adopt-a-School Program and Related Program Characteristics.
37p. 1mf. L1 ED 302 927
Technical Education Program in Partnership with Business and Industry through a Metropolitan Chamber of Commerce.
22p. 1mf. L1 ED 302 724
Vocational Training for Economic Development: A Report on the Business/Industry Relationships with the Kansas Community Colleges and Area Vocational-Technical Schools, 1987-88 Academic Year.
64p. 1mf. L1 ED 303 228

School Choice
Choosing a School for Your Child.
44p. 1mf. L1 ED 302 872
Family Choice and Parental Involvement in Inner-City Catholic High Schools: An Exploration of Psycho-Social and Organizational Factors.
49p. 1mf. L1 ED 302 950
School Productivity, Class Size, and Choice.
5p. 1mf. L2 ED 302 905

School Closing
Falcon Beach School Closure Review. Research 87-01.
62p. 1mf. L1 ED 303 291

School Community Relationship
Community Forum: The First Step in Strategic Planning.
16p. 1mf. L1 ED 303 203
Falcon Beach School Closure Review. Research 87-01.
62p. 1mf. L1 ED 303 291
How One School District Implemented Site-Based School Improvement Planning Teams.
32p. 1mf. L1 ED 302 888
Neighborhood Organizing for Urban School Reform.
182p. mf. L3 ED 303 550
Public Involvement Programs. Statewide Survey Data.
76p. 1mf. L1 ED 302 638
Reaching and Involving Black Parents of Handicapped Children in Their Child's Education Program. Final Report. Minority Outreach Project.
24p. 1mf. L1 ED 302 982
School/College/Business Partnerships. Proceedings: The Conference of the University/Urban Schools National Task Force (10th, Santa Barbara, California, November 4-5, 1988).
93p. 1mf. L1 ED 303 539
Study of the Attitudes and Perceptions of Principals toward the Adopt-a-School Program and Related Program Characteristics.
37p. 1mf. L1 ED 302 927
Using the Local Vocational Advisory Council To Perform Program Assessment: A Case Study. A Final Report on the Fairbanks Vocational Education Assessment Project.
21p. 1mf. L1 ED 302 732

School Counseling
Career Development Potential of University Students with Learning Disabilities.
20p. 1mf. L1 ED 302 799
Career Planning and Academic Skills Workshops for Incoming Freshmen.
11p. 1mf. L1 ED 302 787
Establishing a Personal Guidance Base in Two Colleges.
53p. 1mf. L1 ED 302 633
Project Caribe, 1986-1987. OEA Evaluation Report.
48p. 1mf. L1 ED 303 050
University Counseling Center Trainees' Perceptions of Their Training Experience. Research Report No. 8-88.
20p. 1mf. L1 ED 303 480

School Demography
Facilitating Teacher Engagement.
49p. 1mf. L1 ED 303 438
New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System. 1986-87 .
136p. 2mf. L1 ED 303 548
New York, The State of Learning: Statewide Profile of the Educational System. Statistical Profiles of Public School Districts. 1987-88 .
237p. 3mf. L1 ED 303 549

School Desegregation
Putting Together the Picture of School Improvement in Buffalo.
27p. 1mf. L1 ED 302 944

School District Reorganization
Cleveland County: A Special Report 1988.
68p. 1mf. L1 ED 303 293

School Districts
Education Reform in Rural Appalachia, 1982-1987.
200p. 3mf. L1 ED 303 287
New York, The State of Learning: Statewide Profile of the Educational System. Statistical Profiles of Public School Districts. 1987-88 .
237p. 3mf. L1 ED 303 549
Pilot Testing of a Needs Assessment Instrument in a Mississippi School District.
13p. 1mf. L1 ED 303 502
School District Management Audit. ERIC Digest Series Number EA31.
4p. 1mf. L1 ED 302 900
School District Variables as Predictors of Mathematics Achievement.
27p. 1mf. L1 ED 303 497

School Effectiveness
Assessing the Institutional Effectiveness of Community and Technical Colleges.
67p. 1mf. L1 ED 303 193
Case Study of Two Corsini 4R Magnet Schools.
16p. 1mf. L1 ED 302 907
CERI's 20th Anniversary: A Special Supplement. Innovation in Education: News from the OECD-Paris, No. 51.
9p. 1mf. L2 ED 302 956
Comparison of Attitude toward School Subjects and Achievement in an Alternative and Traditional Elementary School.
17p. 1mf. L1 ED 302 914
Criteria and Measures of Institutional Effectiveness.
28p. 1mf. L1 ED 303 191
Culturally Relevant Early Education Programs. Hearing on Oversight Hearing on Culturally Relevant Early Education Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, Second Session (November 24, 1987).
232p. 3mf. L1 ED 303 288
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators.
51p. 1mf. L1 ED 302 906
Evaluation of Six School Effectiveness Programs.
27p. 1mf. L1 ED 303 503
Handbook for Improving the Effectiveness of the School Board Members in America.
59p. 1mf. L1 ED 302 901
Instructional Improvement and the Control of Schools.
29p. 1mf. L1 ED 302 961
Measuring School Effectiveness Using Hierarchical Linear Models.
22p. 1mf. L1 ED 303 477
Results of the Two-Year Pilot of the the Achievement Formula That Applies the Correlates of Effective Schools and Recommendations of the "Excellence" Reports To Predict, Monitor, and Enhance Student Achievement.
94p. 1mf. L1 ED 302 923
School Based Improvement and Effective Schools: A Perfect Match for Bottom-Up Reform. An ACCESS Printout.
79p. 1mf. L1 ED 302 884
School District Management Audit. ERIC Digest Series Number EA31.
4p. 1mf. L1 ED 302 900
Strategies and Effectiveness of Rural Schools/University Collaborations.
68p. 1mf. L1 ED 303 299
Student Outcomes Assessment Survey 1987-88. ASHE 1988 Annual Meeting Paper.
39p. 1mf. L1 ED 303 084

School Holding Power
Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88.
23p. 1mf. L1 ED 303 479
Exploring the Effects of Ability-To-Pay on Persistence in College. ASHE 1988 Annual Meeting Paper.
42p. 1mf. L1 ED 303 096
Student Retention at Liberal Arts Colleges: The Development and Test of a Model. ASHE 1988 Annual Meeting Paper.
34p. 1mf. L1 ED 303 099
Student Retention: Catalyst for Institutional Change.
78p. 1mf. L1 ED 303 196
Studying Student Retention: The Requirements and Process of Retention Research.
41p. 1mf. L1 ED 303 210
SWAS: School within a School. A Middle Level Dropout Intervention Program.
10p. 1mf. L1 ED 302 919
Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center.
124p. 2mf. L1 ED 303 529

School Law
Discipline of Handicapped Students: Suspension and Expulsion.
10p. 1mf. L1 ED 302 902
Rights of Students. The basic ACLU Guide to Student's Rights. Third Edition. An American Civil Liberties Handbook.
197p. 3mf. L1 ED 302 887
School Officials and the Courts: Update 1988. ERS Monograph.
51p. mf. L3 ED 302 946

School Location
Some Analyses of Kindergarten Results in a Statewide Study of Class Size: Project ST*R, Tennessee, 1985-86. (Draft).
24p. 1mf. L1 ED 303 232

School Newspapers
Word-Processed Student Newspaper: Why?--How?--So What?
15p. 1mf. L1 ED 303 036

School Organization
Restructuring Education in the Middle Grades.
17p. 1mf. L1 ED 302 921
School Based Improvement and Effective Schools: A Perfect Match for Bottom-Up Reform. An ACCESS Printout.
79p. 1mf. L1 ED 302 884
School District Management Audit. ERIC Digest Series Number EA31.
4p. 1mf. L1 ED 302 900
Small Catholic Elementary School: Advantages and Opportunities.
126p. 2mf. L1 ED 303 290
Social-Technical Theory and Elementary Schools: An Exploratory Study.
17p. 1mf. L1 ED 303 510

School Orientation
Career Planning and Academic Skills Workshops for Incoming Freshmen.
11p. 1mf. L1 ED 302 787

School Personnel
Calhoun Community College 1989 Fact Book.
75p. 1mf. L1 ED 303 201

School Policy
School Based Improvement and Effective Schools: A Perfect Match for Bottom-Up Reform. An ACCESS Printout.
79p. 1mf. L1 ED 302 884
Study of Public Service in Higher Education. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 065
University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.
77p. 1mf. L1 ED 303 100
Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center.
124p. 2mf. L1 ED 303 529

School Psychologists
Changes in School Psychology Practice: A Five Year Update.
15p. 1mf. L1 ED 302 782

School Readiness
Cognitive Skills Assessment Battery Administered to First Grade and Kindergarten Pupils, Fall 1987. Annual Report No. 87-28.
80p. 1mf. L1 ED 303 468
Four Areas of Influence Which May or May Not Contribute to the Academic Achievement of Kindergarten Students.
48p. 1mf. L1 ED 303 275
Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children.
69p. 1mf. L1 ED 303 243

School Registration
Growth and the Enrollment Process, Fall 1988.
93p. 1mf. L1 ED 303 200

School Responsibility
Benefits of Corporate-University Partnerships. ASHE 1988 Annual Meeting Paper.
15p. 1mf. L1 ED 303 064
Dropout Prevention Strategies.
8p. 1mf. L2 ED 302 897

School Role
Workforce 2000: Education-Training-Skills.
15p. 1mf. L1 ED 302 730

School Safety
Campus Public Safety and Security, with Guidance as Well for High Schools and Private Secondary Schools.
204p. mf. L3 ED 303 062
Third Sourcebook for Science Supervisors.
194p. 3mf. L2 ED 303 319

School Schedules
Current Trends in Public School Kindergarten: Full Days and Four-Year-Olds. Research Report.
17p. 1mf. L1 ED 303 242

School Security
Campus Public Safety and Security, with Guidance as Well for High Schools and Private Secondary Schools.
204p. mf. L3 ED 303 062
Coping with Crime on Campus.
246p. mf. L3 ED 303 060
Crime on Campus: Institutional Tort Liability for the Criminal Acts of Third Parties.
25p. 1mf. L2 ED 303 061

School Statistics
Elementary School Achievement Profiles. Portland Public Schools. A School-by-School Report of Basic Skills Test Results and School/Student/Staff Data: School Year 1986-87.
188p. 2mf. L1 ED 303 469
New York, The State of Learning: Statewide Profile of the Educational System. Statistical Profiles of Public School Districts. 1987-88 .
237p. 3mf. L1 ED 303 549

School Stores
- Evaluating the Mathematics Scores of Students Who Participate in a School Store. 11p. 1mf. L1 ED 303 513

School Supervision
- Curriculum Auditing. 368p. 4mf. L1 ED 302 912

School Support
- Business/Education Partnerships in South Carolina. Model Projects. 41p. 1mf. L1 ED 302 637
- Public Involvement Programs. Statewide Survey Data. 76p. 1mf. L1 ED 302 638

School Surveys
- Uses of the College Student Experiences Questionnaire. ASHE Symposium. ASHE 1988 Annual Meeting Paper. 32p. 1mf. L1 ED 303 101

Schools of Education
- Teacher Education for Future Generations: A Dynamic Process of Assessment and Evaluation. 44p. 1mf. L1 ED 303 466
- Under Scrutiny: The Educational Administration Professoriate. 216p. 3mf. L1 ED 302 953

Science Activities
- Density: A Definition, a Concept, or Both? 9p. 1mf. L1 ED 303 336
- Eighth Grade Earth Science Curriculum Guide. Part 1. 330p. 4mf. L2 ED 303 355
- Science Fair Projects. LC Science Tracer Bullet. 16p. 1mf. L1 ED 303 339

Science and Society
- Earth Science Education for the 21st Century Conference (Alexandria, Virginia, April 19-23, 1988). Executive Summary. 22p. 1mf. L1 ED 303 316
- Origins of Interest in Science and Mathematics. 16p. 1mf. L1 ED 303 337
- Radon Reduction Methods: A Homeowner's Guide. 28p. 1mf. L1 ED 303 340
- Relations of Literature and Science. An Annotated Bibliography of Scholarship, 1880-1980. 458p. mf. L3 ED 303 322

Science Curriculum
- Delivering Academic Excellence to Culturally Diverse Populations (Language Development through Math/Science Activities). Conference Proceedings (Saddle Brook, New Jersey, December 7-8, 1984). 60p. 1mf. L1 ED 303 528

Science Education
- Developing Quality Science Programs. A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment. Science Curriculum and Assessment Project, Northwest Evaluation Association. 26p. 1mf. L1 ED 303 341
- From Short- to Long-Term: Studying Science Education Longitudinally. 39p. 1mf. L1 ED 303 351
- Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report. 194p. 3mf. L1 ED 303 353
- Third Sourcebook for Science Supervisors. 194p. 3mf. L2 ED 303 319

Science Education Research
- From Short- to Long-Term: Studying Science Education Longitudinally. 39p. 1mf. L1 ED 303 351

Science Experiments
- Interdependencies of Theory Formation, Revision, and Experimentation. 26p. 1mf. L1 ED 303 524

Science Facilities
- Third Sourcebook for Science Supervisors. 194p. 3mf. L2 ED 303 319

Science Fairs
- Science Fair Projects. LC Science Tracer Bullet. 16p. 1mf. L1 ED 303 339

Science History
- Learning via Model Construction and Criticism: Protocol Evidence on Sources of Creativity in Science. 99p. 2mf. L1 ED 303 357

Science Instruction
- Can Models Foster Conceptual Change? The Case of Heat and Temperature. Technical Report. 158p. 2mf. L1 ED 303 365
- Curriculum Reformulation: Incorporating Technology into Science Instruction. 53p. 1mf. L1 ED 303 352
- Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions. 55p. 1mf. L1 ED 303 367
- Doing Science: Constructing Scientific Theories as an Introduction to Scientific Method. Scientific Theory and Method Project (STAMPS). Technical Report. 93p. 1mf. L1 ED 303 362
- Power Pacs for Teaching Home Economics Related Science and Math. 643p. 7mf. L1 ED 302 718
- Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report. 200p. 3mf. L1 ED 303 375
- Science for Children. Resources for Teachers. 194p. 3mf. L2 ED 303 320
- Third Sourcebook for Science Supervisors. 194p. 3mf. L2 ED 303 319

Science Libraries
- Leadership in a Major Science-Engineering Library: Social and Political Factors and the Need to Communicate. 20p. 1mf. L1 ED 303 189

Science Projects
- Science Fair Projects. LC Science Tracer Bullet. 16p. 1mf. L1 ED 303 339

Science Supervision
- Third Sourcebook for Science Supervisors. 194p. 3mf. L2 ED 303 319

Science Teachers
- Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report. 14p. 1mf. L1 ED 303 374
- Effect of Active Research Involvement on Secondary Science and Mathematics Teachers. 19p. 1mf. L1 ED 303 338
- Talking about Teaching, by Writing: The Use of Computer-Based Conferencing for Collegial Exchange among Teachers. Technical Report. 116p. 2mf. L1 ED 303 363

Sciences
- Newspapers in Education: Elementary Activity Cards . 109p. 2mf. L1 ED 303 335
- Relations of Literature and Science. An Annotated Bibliography of Scholarship, 1880-1980. 458p. mf. L3 ED 303 322
- Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833. 80p. 1mf. L1 ED 303 324

Scientific and Technical Information
- Community Guide to Cholesterol Resources. 30p. 1mf. L1 ED 303 430

Scientific Concepts
- Density: A Definition, a Concept, or Both? 9p. 1mf. L1 ED 303 336
- Educational Technology Center Fifth Year Report. 134p. 2mf. L1 ED 303 373
- Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report. 200p. 3mf. L1 ED 303 375
- Understanding Equilibrium: The Study of Complex Systems. Final Project Report. 69p. 1mf. L1 ED 303 360

Scientific Literacy
- Relations of Literature and Science. An Annotated Bibliography of Scholarship, 1880-1980. 458p. mf. L3 ED 303 322

Scientific Methodology
- Doing Science: Constructing Scientific Theories as an Introduction to Scientific Method. Scientific Theory and Method Project (STAMPS). Technical Report. 93p. 1mf. L1 ED 303 362
- Learning via Model Construction and Criticism: Protocol Evidence on Sources of Creativity in Science. 99p. 2mf. L1 ED 303 357

Scientific Theories
- Interdependencies of Theory Formation, Revision, and Experimentation. 26p. 1mf. L1 ED 303 524

Scope and Sequence (Curriclum)
- Shaping Oregon's Social Studies: A Recommended Scope and Sequence for Oregon Schools. 40p. 1mf. L1 ED 303 404

Scores
- Elementary School Achievement Profiles. Portland Public Schools. A School-by-School Report of Basic Skills Test Results and School/Student/Staff Data: School Year 1986-87. 188p. 2mf. L1 ED 303 469
- Evaluating the Mathematics Scores of Students Who Participate in a School Store. 11p. 1mf. L1 ED 303 513
- Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County. 42p. 1mf. L1 ED 302 878

Scotland
- Academic Staff Secondment and Exchange between Colleges of Education and Schools. 87p. 1mf. L2 ED 303 300
- Student-Teachers Learning from Experienced Teachers. 65p. 1mf. L2 ED 303 301

Screening Tests
- Blood Cholesterol Measurement in Clinical Laboratories in the United States. Current Status. A Report from the Laboratory Standardization Panel of the National Cholesterol Education Program. 32p. 1mf. L1 ED 303 442
- Increasing Minority Participation in the Greensboro Academically Gifted Program without Changing Entrance Criteria. 6p. 1mf. L1 ED 302 999
- Mental Health Problems of Disaster Victims. 21p. 1mf. L1 ED 302 774

Second Language Instruction
- Activities-Based Languages Curriculum: The ALL Model. 13p. 1mf. L1 ED 303 029
- Providing Adult Basic Education Services to Adults with Limited English Proficiency. Background Paper Prepared for Project on Adult Literacy. 48p. 1mf. L1 ED 302 677
- San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report. 209p. 3mf. L1 ED 303 286
- Teacher Perspectives and Educational Innovation. 23p. 1mf. L1 ED 302 931

Secondary School Curriculum
- Conceptualizing Teacher Engagement. 46p. 1mf. L1 ED 303 437
- Instruction and the Effects of Schooling. 38p. 1mf. L1 ED 303 435
- Spotlight on Arts Education. Volume 3, Spring, 1988. 39p. 1mf. L1 ED 303 400

Secondary School Mathematics
- Collaborative Research Goes to School: Guided Inquiry with Computers in Classrooms. Technical Report. 80p. 1mf. L1 ED 303 364
- Effect of Active Research Involvement on Secondary Science and Mathematics Teachers. 19p. 1mf. L1 ED 303 338
- Essential Learning Outcomes: Mathematics. 150p. 2mf. L2 ED 303 356
- Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report. 54p. 1mf. L1 ED 303 372
- Fractions. Mathematics Series: Principles, Concepts and Applications. 198p. 3mf. L1 ED 303 348
- From Recitation to Construction: Teachers Change with New Technologies. Technical Report. 27p. 1mf. L1 ED 303 371
- Mathematics and Your Horse. 40p. mf. L3 ED 303 354
- Measurements. Mathematics Series: Principles, Concepts and Applications. 129p. 2mf. L1 ED 303 349
- Metaphors for Understanding Graphs: What You See Is What You See. 30p. 1mf. L1 ED 303 369
- Origins of Interest in Science and Mathematics. 16p. 1mf. L1 ED 303 337
- Posing Problems: One Aspect of Bringing Inquiry into Classrooms. Draft. 42p. 1mf. L1 ED 303 368
- Potpourri of Pascal Programs. 37p. 1mf. L1 ED 303 359
- Scientists in the Classroom. One School District's Experience with Science and Mathematics Volunteers in Elementary and Secondary Schools. 42p. mf. L3 ED 303 321
- Teaching That Connects Students' Inquiry with Curricular Agendas in Schools. Technical Report. 32p. 1mf. L1 ED 303 370
- Using the Newspaper in Secondary Mathematics. 14p. 1mf. L1 ED 303 334

Secondary School Science
- "An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge. 37p. 1mf. L1 ED 303 366
- Can Models Foster Conceptual Change? The Case of Heat and Temperature. Technical Report. 158p. 2mf. L1 ED 303 365
- Collaborative Research Goes to School: Guided Inquiry with Computers in Classrooms. Technical Report. 80p. 1mf. L1 ED 303 364
- Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report. 14p. 1mf. L1 ED 303 374
- Curriculum Reformulation: Incorporating Technology into Science Instruction. 53p. 1mf. L1 ED 303 352
- Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions. 55p. 1mf. L1 ED 303 367
- Doing Science: Constructing Scientific Theories as an Introduction to Scientific Method. Scientific Theory and Method Project (STAMPS). Technical Report. 93p. 1mf. L1 ED 303 362
- Earth Science Education for the 21st Century Conference (Alexandria, Virginia, April 19-23, 1988). Executive Summary. 22p. 1mf. L1 ED 303 316
- Educational Technology Center Fifth Year Report. 134p. 2mf. L1 ED 303 373
- Effect of Active Research Involvement on Secondary Science and Mathematics Teachers. 19p. 1mf. L1 ED 303 338
- Eighth Grade Earth Science Curriculum Guide. Part 1. 330p. 4mf. L2 ED 303 355
- Origins of Interest in Science and Mathematics. 16p. 1mf. L1 ED 303 337
- Problem Solving Behaviors of Successful and Unsuccessful Subjects Leading to a Genetics Problem Solving Model. 39p. 1mf. L1 ED 303 376
- Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833. 80p. 1mf. L1 ED 303 324
- Science Fair Projects. LC Science Tracer Bullet. 16p. 1mf. L1 ED 303 339
- Science for the Fun of It. A Guide to Informal Science Education. 137p. 2mf. L2 ED 303 318
- Scientists in the Classroom. One School District's Experience with Science and Mathematics Volunteers in Elementary and Secondary Schools. 42p. mf. L3 ED 303 321
- Talking about Teaching, by Writing: The Use of Computer-Based Conferencing for Collegial Exchange among Teachers. Technical Report. 116p. 2mf. L1 ED 303 363
- Understanding Equilibrium: The Study of Complex Systems. Final Project Report. 69p. 1mf. L1 ED 303 360
- Using the Newspaper in Secondary Science. 28p. 1mf. L1 ED 303 333

Secondary School Teachers
- Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools. 138p. 2mf. L1 ED 303 535
- Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors. 20p. 1mf. L1 ED 302 925
- Teacher Locus of Control: A Study of Its Reliability and Validity by Discriminant Analysis. Research Paper ERU-3-88. 17p. 1mf. L2 ED 303 521

Secretaries
- Occupational Task Analyses for the Development of Business Education Model Curricula with Emphasis on Banking and Financial Occupations. State Technical Committee Report. 31p. 1mf. L1 ED 302 736

Security (Psychology)
- Job Insecurity and Employee Well-Being. 20p. 1mf. L1 ED 302 752

Self Care Skills
- Bathing Techniques for Children Who Have Cerebral Palsy. 18p. 1mf. L2 ED 303 010
- Dressing Techniques for Children Who Have Cerebral Palsy. 14p. 1mf. L2 ED 303 008

Self Concept
- Evaluating Social Competency Development of Kindergarten Students. 12p. 1mf. L1 ED 303 515
- Field Dependency in Relation to Sex-Role Self-Concept: A New Look. 30p. 1mf. L1 ED 302 767
- Some Analyses of Kindergarten Results in a Statewide Study of Class Size: Project ST*R, Tennessee, 1985-86. (Draft). 24p. 1mf. L1 ED 303 232
- Study of Self-Concept of Cambodian Children in Two Richmond Public Schools. 34p. 1mf. L1 ED 303 559
- Supporting Individual Differences in the Classroom. 23p. 1mf. L1 ED 303 270

Self Control
- Cognitive Strategies for Mentally Handicapped Clients. 21p. 1mf. L1 ED 302 800

Self Efficacy
- Effects of Self-Efficacy--Aptitude Incongruence on Career Behavior. 20p. 1mf. L1 ED 302 747

Self Esteem
- Academic Achievement and Self Attitudes: A Longitudinal Study with Background Controlled. 13p. 1mf. L1 ED 303 526
- Career Development Potential of University Students with Learning Disabilities. 20p. 1mf. L1 ED 302 799
- Cultural Pride: Curriculum Unit. Latino Family Life Education Curriculum Series. 161p. 2mf. L2 ED 303 541
- Cultural Pride: Student Workbook. Latino Family Life Education Curriculum Series. 92p. 1mf. L2 ED 303 542
- Toddlers. Selected Papers Number 58. 24p. 1mf. L1 ED 303 236

Self Evaluation (Groups)
- Assessing the Institutional Effectiveness of Community and Technical Colleges. 67p. 1mf. L1 ED 303 193
- Criteria and Measures of Institutional Effectiveness. 28p. 1mf. L1 ED 303 191
- Great Place to Work: Improving Conditions for Staff in Young Children's Programs. 83p. 1mf. L1 ED 303 265
- Periodic Review Report: April 1984-June 1988. 213p. 3mf. L1 ED 303 218
- Report on Community College Program Review, Fiscal Year 1988. Agenda Item #10. 12p. 1mf. L1 ED 303 195

Self Evaluation (Individuals)
- Assessment of Performance of Field Experiences at Clemson University. 18p. 1mf. L1 ED 303 444
- Developing a Faculty Checklist for Self-Evaluation for Teaching-Learning Effectiveness. 11p. 1mf. L1 ED 303 128
- Gender and Grade Expectation in University Students. 13p. 1mf. L1 ED 302 781
- Non-Custodial Parent's Report of Child Support Payments. 21p. 1mf. L1 ED 302 786

Semantics
- Computer-Based and Paper-Based Measurement of Semantic Knowledge. 34p. 1mf. L1 ED 303 518

Sensory Integration
- Factors Influencing Movement Consistency during the Learning/Performance of Perceptual Motor Tasks. 15p. 1mf. L1 ED 303 431

Sensory Training
- Early Intervention for Infants with Deaf-Blindness. 53p. 1mf. L1 ED 302 986

Sentence Combining
- Effects of Sentence-Combining Using Word Processing Technology on the Reading Comprehension and Writing Fluency of Low-Achieving Fourth Grade Students. 19p. 1mf. L1 ED 302 845

Sentence Structure
- Logo and Lexical Categories. 12p. 1mf. L1 ED 303 144

Sentencing
- Legal Dispositions and Confinement Policies for Delinquent Youth. State Legislative Report, Vol 13, No. 23. 17p. 1mf. L1 ED 302 788

Separation Anxiety
- Review of the Literature of Research into Separation Anxiety: Its Causes and Its Meaning to the Caregiver in the Childcare Center. 27p. 1mf. L1 ED 303 267
- Understanding and Dealing with Separation Issues in Early Childhood Programs. 19p. 1mf. L1 ED 303 277

Sequential Approach
- Shaping Oregon's Social Studies: A Recommended Scope and Sequence for Oregon Schools. 40p. 1mf. L1 ED 303 404

Set Theory
- Teaching Critical Reading through Set Theory. Working Paper No. 20. 31p. 1mf. L1 ED 302 832

Severe Disabilities
- Implementing a Program of Supportive Services to Severely Handicapped Preschool Age Children in Community Programs. 106p. 2mf. L1 ED 303 023

Severe Mental Retardation
- Teaching Curriculum Goals in Routine Environments: A Manual for the Instruction of Multi-Handicapped Students. 132p. 2mf. L2 ED 302 987

Sewing Instruction
- Sewing. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XIII--Miniunits 1-10. 94p. 1mf. L1 ED 302 722

Sex
- Age Group and Sex of Students. Fall 1987. Report No. 8-88. 637p. 7mf. L1 ED 303 116

Sex Bias
- Equity and Excellence in Education Reform: An Unfinished Agenda. 35p. 1mf. L1 ED 302 960
- Out of the Kitchen: The Transformation of Teachers College, Columbia University, 1913-1933. ASHE 1988 Annual Meeting Paper. 35p. 1mf. L1 ED 303 072

Sex Differences
- Career Patterns and Role Performance of Part-Time Academics: The Impact of Sex and Setting. ASHE 1988 Annual Meeting Paper. 29p. 1mf. L1 ED 303 086
- Effect of Attitude of Partner on Sex Role Attitudes. 13p. 1mf. L1 ED 302 783
- Gender and Grade Expectation in University Students. 13p. 1mf. L1 ED 302 781
- Gender Differences in the Career Paths of Educational Administrators in Pennsylvania. 26p. 1mf. L1 ED 302 876
- Interrelationships among Age, Sex, and Depth of Sport Experience on a Complex Motor Task by 4- to 9-Year Old Children. 27p. 1mf. L1 ED 303 423
- Job Search Strategies Utilized by Certified Aspiring and Incumbent Female and Male Public School Administrators. 34p. 1mf. L1 ED 302 879
- Longitudinal Study of Retention in the C.O.O.R. ISD Area. 42p. 1mf. L1 ED 303 558
- Mediators of Stress and Role Satisfaction in Multiple Role Persons. 42p. 1mf. L1 ED 302 772
- Mild Depression: Its Relation to Stress, Coping and Gender. 18p. 1mf. L1 ED 302 784
- New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System. 1986-87 . 136p. 2mf. L1 ED 303 548
- Pattern of Relationships of Coincidence Anticipation With Age, Gender, and Depth of Sport Experience. 20p. 1mf. L1 ED 303 424
- Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983. 21p. 1mf. L1 ED 303 538
- Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report. 194p. 3mf. L1 ED 303 353
- Sources of Meaning through the Lifespan. 22p. 1mf. L1 ED 302 780

Sex Discrimination
- Affirmative Action and Women in Higher Education. 21p. 1mf. L1 ED 303 416
- Managing Sexual Harassment. 45p. 1mf. L1 ED 302 634
- Vicious Cycle of Gender and Status at the University of California at Berkeley, 1918-1954. ASHE 1988 Annual Meeting Paper. 45p. 1mf. L1 ED 303 070

Sex Fairness
- Equity and Excellence in Education Reform: An Unfinished Agenda. 35p. 1mf. L1 ED 302 960
- Managing Sexual Harassment. 45p. 1mf. L1 ED 302 634

Sex Role
- Effect of Attitude of Partner on Sex Role Attitudes. 13p. 1mf. L1 ED 302 783
- Field Dependency in Relation to Sex-Role Self-Concept: A New Look. 30p. 1mf. L1 ED 302 767
- Prime Time Women. An Analysis of Older Women on Entertainment Television. 30p. 1mf. L2 ED 303 148

Sex Stereotypes
- Another Look at Second Graders Occupational Choices: Five Years Later. 10p. 1mf. L1 ED 303 511
- Picture Improves: A Look at the 1984 Television Season. An Analysis of Female TV Characters on Programs Premiering in 1984. 16p. 1mf. L2 ED 303 147
- Trouble on the Set. An Analysis of Female Characters on 1985 Television Programs. 18p. 1mf. L2 ED 303 150
- What's Wrong with This Picture? A Look at Working Women on Television. 25p. 1mf. L2 ED 303 146
- Women Out of View. An Analysis of Female Characters on 1987-88 TV Programs. 30p. 1mf. L2 ED 303 151

Sexual Abuse
- Blame among Adult Women Sexually Abused as Children. 36p. 1mf. L2 ED 302 777
- Vulnerable: Sexual Abuse and People with an Intellectual Handicap. 128p. 2mf. L2 ED 302 975

Sexual Harassment
- Managing Sexual Harassment. 45p. 1mf. L1 ED 302 634
- Sexual Harassment on Campus: A Legal Compendium. 193p. 3mf. L2 ED 303 059

Sexuality
- AIDS: It's Not What You Know, It's What You Do. 13p. 1mf. L1 ED 302 761
- Sexual Attitudes and Behavior of Bulimic Women: A Preliminary Analysis. 24p. 1mf. L1 ED 302 751

Sheet Metal Work
- Sheet Metal Worker: A Training Profile. 135p. 2mf. L1 ED 302 626

Short Stories
- Perfect Day for the Tajar: And Nine More Stories. 66p. 1mf. L2 ED 303 314

Short Term Training
- Handbook for Short-Term Training. 83p. 1mf. L1 ED 302 657

Shorthand
- Business Education Tests for Selected Office Occupations. 200p. 3mf. L1 ED 302 717

Simulation
- Democracy Threatened: India's Emergency of 1975. A Classroom Simulation. 35p. 1mf. L1 ED 303 402

Site Development
- Site and Facilities: A Resource Book for Camps. 96p. 1mf. L2 ED 303 313

Sixth Amendment
- Free Press & Fair Trial. Revised Edition. 101p. 2mf. L2 ED 303 377

Skill Analysis
- Assessment of Knowledge and Skills Needed in Selected Engineering Technician Fields: Mechanical/Manufacturing/Industrial. 137p. 2mf. L1 ED 302 627
- Baseline Geography Competency Test Administered in Indiana Universities. 11p. 1mf. L1 ED 303 378

Skill Development
- Application of the Knowledge Base and Skills of Employment Counselling and Canada's First Employment Counselling Program--Year Two. 8p. 1mf. L1 ED 302 801
- Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2. 70p. 1mf. L1 ED 302 688
- Improving Cognitive Skills of Hearing-Impaired College Students. Final Report. 70p. 1mf. L1 ED 302 993
- Keyboarding Curriculum Guide. 138p. 2mf. L2 ED 302 716
- New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1. 33p. 1mf. L1 ED 302 687
- Writing Techniques and Adaptations for Home and Classroom. 18p. 1mf. L2 ED 303 011

Slow Learners
- Integrated Occupational Program: Information Manual for Administrators, Counsellors, and Teachers. Interim 1988. 92p. 1mf. L2 ED 302 994

Small Businesses
- Entrepreneurship Education Instructor's Manual. Competency-Based Education. 318p. 4mf. L1 ED 302 654
- Family Day Care Training Curriculum (Lao). 199p. 3mf. L1 ED 303 246
- Family Day Care Training Curriculum. 132p. 2mf. L1 ED 303 244
- Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Conference (5th, Cincinnati, Ohio, March 18-19, 1988). 242p. 3mf. L1 ED 302 660
- Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986). 244p. 3mf. L1 ED 302 659
- Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese). 123p. 2mf. L1 ED 303 245
- Owning and Operating a Business. 47p. 1mf. L1 ED 302 635

Small Classes
- Three-Year Longitudinal Study of Small Class Size: The Metro-Nashville Public Schools Study: 1984-87. 29p. 1mf. L1 ED 302 928

Small Colleges
- Facilities Planning for Small Colleges. 220p. 3mf. L1 ED 302 903

Small Schools
- Education Reform in Rural Appalachia, 1982-1987. 200p. 3mf. L1 ED 303 287
- Small Catholic Elementary School: Advantages and Opportunities. 126p. 2mf. L1 ED 303 290

Smoking
- Tobacco Use Behavior in Grades 5-12. 22p. 1mf. L2 ED 302 948

Social Action
- Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987. 325p. 4mf. L1 ED 303 385

Social Agencies
- Energy Management for Human Service Agencies. Second Edition. 346p. 4mf. L1 ED 302 880

Social Change
- Assessing the Impact of Planned Social Change. Occasional Paper Series, #8. 74p. 1mf. L1 ED 303 512
- Empowerment on Stage: Sarah Daniels' Agenda for Social Change. 11p. 1mf. L1 ED 302 868
- Natural Disasters and Cultural Responses. Studies in Third World Societies. Publication Number Thirty-six. 260p. 3mf. L1 ED 303 394

Social Cognition
- Prosocial Skills Training for Children with Emotional Disturbances (ED) and Behavioral Disorders (BD): The Journey of 1,000 Miles Begins with the First Few Steps. 31p. 1mf. L1 ED 302 976

Social Development
- Baby Moves: Relation to Learning. 20p. 1mf. L1 ED 303 273
- Evaluating Social Competency Development of Kindergarten Students. 12p. 1mf. L1 ED 303 515
- Natural Disasters and Cultural Responses. Studies in Third World Societies. Publication Number Thirty-six. 260p. 3mf. L1 ED 303 394

Social History
- Immigration in New York. 268p. mf. L3 ED 303 557
- Leadership Indian Style: A Comparison of Kautilya's Advice with Akbar's Experience. Draft Copy. 37p. 1mf. L1 ED 303 403
- Sense of History: A Reference Guide to Alaska's Women 1896-1985. Alaska Historical Commission Studies in History No. 179. 135p. 2mf. L1 ED 303 281

Social Influences
- Alternative Model for the Assessment of Organizational Effectiveness for Higher Education Institutions in Developing Countries. ASHE 1988 Annual Meeting Paper. 63p. 1mf. L1 ED 303 071

(Continued)

Social Influences *(Continued)*
Changing Patterns of Finance in Higher Education. Country Study: Japan. OECD Educational Monographs.
85p. 1mf. L2 ED 303 104
Effect of Attitude of Partner on Sex Role Attitudes.
13p. 1mf. L1 ED 302 783
Nature of Knowledge and the Structure of the University.
38p. 1mf. L1 ED 303 383

Social Integration
Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 089
Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568

Social Planning
Future Directions for Urban Social Planning in Canada. U.B.C. Planning Papers: Discussion Papers #11.
23p. 1mf. L1 ED 303 564

Social Policy
Towards a Fair and Just Society.
62p. 1mf. L1 ED 303 234

Social Responsibility
Vulnerable: Sexual Abuse and People with an Intellectual Handicap.
128p. 2mf. L2 ED 302 975

Social Science Research
Columbian Voyages, the Columbian Exchange, and Their Historians. Essays on Global and Comparative History.
34p. 1mf. L2 ED 303 417
Two Paradigms of Organizational Culture. ASHE 1988 Annual Meeting Paper.
26p. 1mf. L1 ED 303 074

Social Services
Immigration in New York.
268p. mf. L3 ED 303 557
Summary of Existing Legislation Affecting Persons with Disabilities.
207p. 3mf. L1 ED 302 996
Towards a Fair and Just Society.
62p. 1mf. L1 ED 303 234

Social Studies
Constitution: Experiencing Democracy. A Curriculum Guide for Elementary Schools.
534p. 6mf. L1 ED 303 405
Elementary Social Studies: Throwing Out the Baby with the Bath Water?
19p. 1mf. L1 ED 303 399
From Iowa to the White House.
31p. 1mf. L1 ED 303 407
Greening the Global Village: The Administrative Imperative To Educate Students for Global Awareness.
73p. 1mf. L1 ED 303 390
Newspapers in Education: Elementary Activity Cards .
109p. 2mf. L1 ED 303 335
Play Chinese Games. 1987, Revised.
28p. 1mf. L1 ED 303 415
Shaping Oregon's Social Studies: A Recommended Scope and Sequence for Oregon Schools.
40p. 1mf. L1 ED 303 404

Social Support Groups
Developmental Peer Counseling and Health Promotion.
27p. 1mf. L1 ED 302 793
Employed Parents' Depression: Effects of Spouse Support and Child Behavior.
18p. 1mf. L1 ED 302 748

Social Systems
Future Directions for Urban Social Planning in Canada. U.B.C. Planning Papers: Discussion Papers #11.
23p. 1mf. L1 ED 303 564

Social Work
Social Work Handbook.
73p. 1mf. L1 ED 302 743

Sociocultural Patterns
Changing American Family and Public Policy.
263p. mf. L3 ED 303 554
Mark Smith's Diary.
84p. 1mf. L1 ED 303 052

Socioeconomic Influences
Comparison of Black and White Middle Class Children's Performance on Three Ability Measures.
12p. 1mf. L1 ED 303 545
New Technologies in the 1990s: A Socio-Economic Strategy. Conclusions and Recommendations of a Group of Experts on the Social Aspects of New Technologies.
24p. 1mf. L2 ED 303 140

Socioeconomic Status
Determinants of Postsecondary Educational Attainment for 1980 High School Seniors.
8p. 1mf. L1 ED 303 475
Evaluation of Six School Effectiveness Programs.
27p. 1mf. L1 ED 303 503
Growing Up in Prime Time. An Analysis of Adolescent Girls on Television.
32p. 1mf. L2 ED 303 152

Sociotechnical Systems Approach
Implementing ISDN: A Sociotechnical Analysis.
21p. 1mf. L1 ED 303 138

Socrates
Defining the Teacher's Task: Plato on Education.
26p. 1mf. L1 ED 303 396

Software Evaluation
Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1989 Edition.
129p. mf. L3 ED 303 141

South Africa
"Language Struggle" in South Africa: Emergence and Development in Educational Policy. 1987-1988 World Education Monograph Series, Number One.
26p. 1mf. L1 ED 303 028

South Africans
Empirical Comparison of a Direct and an Indirect Method of Assessing Writing Proficiency.
62p. 1mf. L1 ED 303 519

South Carolina
Access Guide to South Carolina State Parks for People with Special Needs.
49p. 1mf. L1 ED 302 983
Business/Education Partnerships in South Carolina. Model Projects.
41p. 1mf. L1 ED 302 637
Design Guidelines: Study of Handicapped Accessibility in South Carolina State Parks.
131p. 2mf. L1 ED 302 984
Public Involvement Programs. Statewide Survey Data.
76p. 1mf. L1 ED 302 638

Southeast Dubois County School Corporation
Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County.
42p. 1mf. L1 ED 302 878

Soviet Education
Continuity in Soviet Education--Another Gorbachev Hurdle.
36p. 1mf. L1 ED 302 913

Space Utilization
Facilities Planning for Small Colleges.
220p. 3mf. L1 ED 302 903

Spanish
I Can Speak Spanish.
195p. 3mf. L2 ED 303 048
On the Interaction of Prototype and Language Transfer.
15p. 1mf. L1 ED 303 040

Special Education
ESL in Special Education. ERIC Digest.
3p. 1mf. L1 ED 303 044
Patterns in Special Education Service Delivery and Cost.
249p. 3mf. L1 ED 303 027

Special Events
Special Events: Planning for Success.
82p. 1mf. L2 ED 303 121

Special Health Problems
Family-Centered Health Care for Medically Fragile Children: Principles and Practices.
37p. 1mf. L1 ED 303 000

Special Programs
ESL in Special Education. ERIC Digest.
3p. 1mf. L1 ED 303 044

Specialist in Education Degrees
On Chairing the Educational Administration Program.
16p. 1mf. L1 ED 302 885

Specialization
Defining the Infancy Specialization in Early Childhood Special Education.
17p. 1mf. L1 ED 302 970

Specialty Area Tests (Educational Testing S
Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas.
22p. 1mf. L1 ED 303 485

Speech Communication
Aspects of Western Subanon Formal Speech. Publications in Linguistics. Publication Number 81.
209p. 3mf. L1 ED 303 038
Increasing Cultural Literacy in the Basic Speech Communication Course.
8p. 1mf. L1 ED 302 860

Speech Communication Education
Communication-Based Training Programs and Evaluation Methods of Five Pittsburgh Hospitals.
22p. 1mf. L1 ED 302 867
Increasing Cultural Literacy in the Basic Speech Communication Course.
8p. 1mf. L1 ED 302 860

Speech Handicaps
Equal Telecommunications Access for Deaf and Hard of Hearing Virginians (TDD/Message Relay Programs). Report to the Governor and the General Assembly of Virginia. House Document No. 9.
58p. 1mf. L1 ED 302 985
Utilization of Consensus Techniques by Speech Therapists To Increase Alternative Speech and Language Models for Elementary Children.
104p. 2mf. L1 ED 303 022

Speech Skills
Standardized Assessment of Teen-Agers' Oral Communication Skills in the United Kingdom.
13p. 1mf. L2 ED 302 863

Speech Tests
Standardized Assessment of Teen-Agers' Oral Communication Skills in the United Kingdom.
13p. 1mf. L2 ED 302 863

Spouses
Employed Parents' Depression: Effects of Spouse Support and Child Behavior.
18p. 1mf. L1 ED 302 748
Stress, Appraisal, and Coping in Spouses of Demented Elderly: Predictors of Psychological Well-Being.
38p. 1mf. L1 ED 302 779

Staff Development
Connections: Vocational Rehabilitation Training Package for Transition to College Trainers Manual .
102p. 2mf. L1 ED 302 995
Evaluation of a Staff Development Program.
37p. 1mf. L1 ED 302 918
Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County.
42p. 1mf. L1 ED 302 878
Measure of Common Variables Associated with Career Stages as Perceived by Principals and Teachers: Validation of a Model for Career Development.
24p. 1mf. L1 ED 303 422
Planning for Computers in Education: A Resource Handbook. Revised.
166p. 2mf. L1 ED 303 142
Shortcuts to Excellence: Techniques To Increase Personal Productivity, Job Satisfaction and Organizational Effectiveness.
11p. 1mf. L1 ED 302 757
Staff Development Coordinators Assess the Administrative Needs of Georgia's 186 Local School Systems: A 1988 Survey.
27p. 1mf. L1 ED 303 459
Staff Development: A Review of the Literature on Effective Programs and Recommendations for Future Program Development.
15p. 1mf. L1 ED 303 429
Transitional Services Model for Preschool Children Preparing To Enter Kindergarten Involving Parents, Teachers, and Public Schools.
130p. 2mf. L1 ED 303 248

Staff Role
Great Place to Work: Improving Conditions for Staff in Young Children's Programs.
83p. 1mf. L1 ED 303 265
Staffing Patterns and Team Models in Infancy Programs.
19p. 1mf. L1 ED 302 969

Staff Utilization
Summary of the Minnesota Case Management Study. Brief Report #88-2.
46p. 1mf. L1 ED 302 989

Stage Fright
Instructional Approach for Minimizing Stage Fright: Insights from Buss' Theory of Audience Anxiety.
17p. 1mf. L1 ED 302 856

Standard Setting
Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas.
22p. 1mf. L1 ED 303 485

Standardized Tests
New York, The State of Learning: Statewide Profile of the Educational System. Statistical Profiles of Public School Districts. 1987-88 .
237p. 3mf. L1 ED 303 549
Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11.
18p. 1mf. L2 ED 303 555

Standards
Camp Standards with Interpretations for the Accreditation of Organized Camps. Revised Edition. Basic Standards Course Participant Workbook.
143p. 2mf. L2 ED 303 311
Demographic and Professional Dimensions of Child Care Providers.
124p. 2mf. L1 ED 303 263
From Recommendations to Reality. A Paper on School Reform Issues.
30p. 1mf. L1 ED 302 910
Implementing ISDN: A Sociotechnical Analysis.
21p. 1mf. L1 ED 303 138

Stanford University CA
Administrator Training Program. A Model of Educational Leadership.
16p. 1mf. L1 ED 302 882

State Action
State Role in Adult Literacy Policy. Background Paper Prepared for Project on Adult Literacy.
54p. 1mf. L1 ED 302 678

State Agencies
Institution Libraries Statistics; 1985-86, 1986-87.
54p. 1mf. L1 ED 303 168
Strategic Plan for Managing and Preserving Electronic Records in New York State Government: Final Report of the Special Media Records Project.
44p. 1mf. L1 ED 303 172

State Aid
Appropriations in the 1988-89 State Budget for the Public Segments of Higher Education. Staff Report Series. Report 88-33.
18p. 1mf. L1 ED 303 108
Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8.
38p. 1mf. L1 ED 302 889
Relationship between Environmental Factors and State Appropriations to Public Universities. ASHE 1988 Annual Meeting Paper.
38p. 1mf. L1 ED 303 088

State Anxiety
Effects of Trait Anxiety on State Anxiety and Perception of Test Difficulty for Undergraduates Administered High and Low Difficulty Tests.
12p. 1mf. L1 ED 303 509

State Departments of Education
Social Work Handbook.
73p. 1mf. L1 ED 302 743

State Government
Towards a Fair and Just Society.
62p. 1mf. L1 ED 303 234

State History
From Iowa to the White House.
31p. 1mf. L1 ED 303 407
Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987.
325p. 4mf. L1 ED 303 385
Sense of History: A Reference Guide to Alaska's Women 1896-1985. Alaska Historical Commission Studies in History No. 179.
135p. 2mf. L1 ED 303 281

State Legislation
Education Reform in Rural Appalachia, 1982-1987.
200p. 3mf. L1 ED 303 287
Legal Dispositions and Confinement Policies for Delinquent Youth. State Legislative Report, Vol 13, No. 23.
17p. 1mf. L1 ED 302 788
Legislation Affecting Higher Education Enacted during the 1987-88 Session. A Staff Report to the California Postsecondary Education Commission. Staff Report Series. Report 88-34.
37p. 1mf. L1 ED 303 107
Report of the Paperwork Reduction Task Force.
42p. 1mf. L1 ED 302 881
Social Work Handbook.
73p. 1mf. L1 ED 302 743
State Level Perspective of the Model: The State Department of Education as a Change Agent.
10p. 1mf. L1 ED 302 886
Study of the Impact of the Educational Reform Movement on Mississippi Schools.
21p. 1mf. L1 ED 302 926

State Licensing Boards
Professional Engineering Handbook.
125p. 2mf. L1 ED 303 343

State Occupational Information Coordinating
Coordinating Career Counseling and Occupational Information Systems in the United States.
15p. 1mf. L1 ED 302 803

State of Emergency 1975
Democracy Threatened: India's Emergency of 1975. A Classroom Simulation.
35p. 1mf. L1 ED 303 402

State Programs
Annual Report on Program Activities, 1986-87. The Twelfth in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities. Report No. 87-28.
31p. 1mf. L1 ED 303 109
Basic Skills Assessment Program, Spring 1987. Annual Report No. 87-24.
189p. 2mf. L1 ED 303 467
Guidelines for Testing Exceptional Students.
37p. 1mf. L1 ED 303 025
Kentucky's Automotive Certification Program.
15p. 1mf. L1 ED 302 653
Library Service to the People of New York State. A Long-Range Program, October 1, 1988-September 30, 1993, for the Improvement of Library Services Utilizing Local, State, and Federal Resources.
50p. 1mf. L1 ED 303 169
LSCA Program Purposes: Needs and Intended Actions. Supplement 1 to Library Service to the People of New York State, October 1, 1988 through September 30, 1993.
26p. 1mf. L1 ED 303 170
North Carolina Vocational Education Performance Report. Program Year 1987-88.
104p. 2mf. L1 ED 302 728
Policy Guidelines on the Administration of LSCA Funds, 1988-89. Supplement 2 to "Library Service to the People of New York State, October 1, 1988 through September 30, 1993."
20p. 1mf. L1 ED 303 171
Preschool Puzzle: A Study of Early Intervention Programs and Services.
94p. 1mf. L1 ED 302 991
Report on Year 1 Activities under Part H--The Handicapped Infant and Toddlers Program.
29p. 1mf. L1 ED 302 988
State Level Perspective of the Model: The State Department of Education as a Change Agent.
10p. 1mf. L1 ED 302 886
Strategic Plan for Managing and Preserving Electronic Records in New York State Government: Final Report of the Special Media Records Project.
44p. 1mf. L1 ED 303 172
Summary of the Minnesota Case Management Study. Brief Report #88-2.
46p. 1mf. L1 ED 302 989
Vocational/Technical Education in Hawaii in Search of Excellence.
14p. 1mf. L1 ED 302 639

State Regulation
Training and Qualifications of Child Care Center Directors.
28p. 1mf. L1 ED 303 255

State School District Relationship
From Recommendations to Reality. A Paper on School Reform Issues.
30p. 1mf. L1 ED 302 910
Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8.
38p. 1mf. L1 ED 302 889
State Level Perspective of the Model: The State Department of Education as a Change Agent.
10p. 1mf. L1 ED 302 886
State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools.
50p. 1mf. L1 ED 303 432
Study of the Impact of the Educational Reform Movement on Mississippi Schools.
21p. 1mf. L1 ED 302 926
What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative.
28p. 1mf. L1 ED 303 562

State Standards
Access Guide to South Carolina State Parks for People with Special Needs.
49p. 1mf. L1 ED 302 983
Design Guidelines: Study of Handicapped Accessibility in South Carolina State Parks.
131p. 2mf. L1 ED 302 984
Restructuring Education in the Middle Grades.
17p. 1mf. L1 ED 302 921
Social Work Handbook.
73p. 1mf. L1 ED 302 743
Teacher Training in Assessment.
27p. 1mf. L1 ED 303 439

State Universities
Proposed Establishment of San Jose State University's Tri-County Center in Salinas. A Report to the Governor and Legislature in Response to a Request by the California State University for Funds to Create an Off-Campus Center to Serve Monterey, San Benito, and Santa Cruz Counties. Report No. 88-37.
103p. 2mf. L1 ED 303 110
Relationship between Environmental Factors and State Appropriations to Public Universities. ASHE 1988 Annual Meeting Paper.
38p. 1mf. L1 ED 303 088
Study of Public Service in Higher Education. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 065
Trends in Tuition and Other Basic Student Charges 1963-64 through 1988-89, with Typical Student Costs 1980-81 through 1988-89. Report Number 19-88A.
168p. 2mf. L1 ED 303 132
University Autonomy: Actual and Preferred Location of Authority. ASHE 1988 Annual Meeting Paper.
31p. 1mf. L1 ED 303 090

State University of New York
Trends in Tuition and Other Basic Student Charges 1963-64 through 1988-89, with Typical Student Costs 1980-81 through 1988-89. Report Number 19-88A.
168p. 2mf. L1 ED 303 132

Statewide Planning
Annual Report on Program Activities, 1986-87. The Twelfth in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities. Report No. 87-28.
31p. 1mf. L1 ED 303 109
Corrections Officer Core Training Course Manual. Appendix A-2. Revised. Standards and Training for Corrections Program.
159p. 2mf. L1 ED 302 698
Corrections Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.
173p. 2mf. L1 ED 302 697
Corrections Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
130p. 2mf. L1 ED 302 693
Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program.
41p. 1mf. L1 ED 302 691
Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System.
38p. 1mf. L1 ED 303 202
Governor's Task Force on Adult Literacy.
28p. 1mf. L1 ED 302 625
Granting Academic Credit for Vocational Education.
27p. 1mf. L1 ED 302 661
Math Exit Competencies Handbook for Selected Kentucky Postsecondary Industrial Education Programs: Air Conditioning, Autobody, Automechanics, Carpentry, Drafting, Electricity, Electronics, Graphic Arts, Machine Shop, Masonry, Welding.
227p. 3mf. L1 ED 302 656
Occupational Task Analyses for the Development of Business Education Model Curricula with Emphasis on Banking and Financial Occupations. State Technical Committee Report.
31p. 1mf. L1 ED 302 736
Probation Officer Core Training Course Manual. Appendix C-2. Standards and Training for Corrections Program.
137p. 2mf. L1 ED 302 712
Probation Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.
156p. 2mf. L1 ED 302 711
Probation Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
131p. 2mf. L1 ED 302 707
Restructuring Education in the Middle Grades.
17p. 1mf. L1 ED 302 921
Secondary Vocational Training in Technologically Intensive Industries in Arizona: New Directions in Rural Education.
45p. 1mf. L1 ED 302 641
State Role in Adult Literacy Policy. Background Paper Prepared for Project on Adult Literacy.
54p. 1mf. L1 ED 302 678
Time for Assertive Action: School Strategies for Promoting the Education Success of At-Risk Children. Report of the Commissioner's Task Force on the Education of Children and Youth At-Risk.
35p. 1mf. L1 ED 303 534
What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative.
28p. 1mf. L1 ED 303 562

Statistical Analysis
Case against Using Stepwise Research Methods.
11p. 1mf. L1 ED 303 507

Statistical Data
Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16.
21p. 1mf. L1 ED 303 406

Statistical Significance
Statistical Significance Testing: From Routine to Ritual.
15p. 1mf. L1 ED 303 514

Statistics
Understanding Students' Beliefs about Probability.
30p. 1mf. L1 ED 303 358

Status Need
Sources of Workers' Subcultures in Organization: A Case Study of a Public School Faculty.
26p. 1mf. L1 ED 303 433

Stepwise Regression
Case against Using Stepwise Research Methods.
11p. 1mf. L1 ED 303 507

Stopouts
Studying Student Retention: The Requirements and Process of Retention Research.
41p. 1mf. L1 ED 303 210

Story Grammar
Story Grammar and Learning Disabled Students' Comprehension and Production of Narrative Prose.
10p. 1mf. L1 ED 302 819

Story Telling
Analysis of Language Transactions within the Storybook Reading Environment in Selected Out-of-Home Childcare Centers.
61p. 1mf. L1 ED 302 816

Strategic Planning
New Technologies in the 1990s: A Socio-Economic Strategy. Conclusions and Recommendations of a Group of Experts on the Social Aspects of New Technologies.
24p. 1mf. L2 ED 303 140

Stress (Phonology)
English Speech Rhythm and Its Teaching to Non-Native Speakers.
19p. 1mf. L1 ED 303 033
Intonation, the Student, and the Language Arts.
10p. 1mf. L1 ED 302 859

Stress Management
Prevention and Control of Stress among Emergency Workers: A Pamphlet for Workers.
14p. 1mf. L1 ED 302 764

Stress Variables
Attitude towards Responsibility and Teacher Locus of Control: Predicting Teacher Stress and Attitudes. Research Paper ERU-2-88.
23p. 1mf. L2 ED 303 522
Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88.
23p. 1mf. L1 ED 303 479
Mild Depression: Its Relation to Stress, Coping and Gender.
18p. 1mf. L1 ED 302 784
Prevention and Control of Stress among Emergency Workers: A Pamphlet for Workers.
14p. 1mf. L1 ED 302 764
Relationships between Organizational Climate, Job Satisfaction and Stress-Related Illnesses.
26p. 1mf. L1 ED 302 753
Stress and Psychological Symptoms in Single and Dual Parent Families.
16p. 1mf. L1 ED 302 754
Stress Resistant Employee: An Update.
19p. 1mf. L1 ED 302 769
Stress, Appraisal, and Coping in Spouses of Demented Elderly: Predictors of Psychological Well-Being.
38p. 1mf. L1 ED 302 779

Student Adjustment
Profile of Incoming Freshmen at the University of Maryland College Park, 1988-1989. Research Report #14-88.
11p. 1mf. L1 ED 303 122

Student Attitudes
Academic Achievement and Self Attitudes: A Longitudinal Study with Background Controlled.
13p. 1mf. L1 ED 303 526
Another Look at Second Graders Occupational Choices: Five Years Later.
10p. 1mf. L1 ED 303 511
Comparative Study of the Quality of Academic Advisement as Perceived by Day and Evening Students.
61p. 1mf. L1 ED 303 197
Comparison of Attitude toward School Subjects and Achievement in an Alternative and Traditional Elementary School.
17p. 1mf. L1 ED 302 914
Comparison of Differences in Extracurricular Activity Participation, Achievement, and Attitudes toward School of Public School Ninth Grade Students Attending Junior High School and Those Attending Senior High Schools in Mississippi.
9p. 1mf. L1 ED 303 494
Effect of Attitude of Partner on Sex Role Attitudes.
13p. 1mf. L1 ED 302 783
Effects of Trait Anxiety on State Anxiety and Perception of Test Difficulty for Undergraduates Administered High and Low Difficulty Tests.
12p. 1mf. L1 ED 303 509
F. Y. I. Institutional Research Reports Numbers 1-6.
41p. 1mf. L1 ED 303 231
Factorial Validity of the Fennema-Sherman Mathematics Attitudes Scales.
15p. 1mf. L1 ED 303 493
Gender and Grade Expectation in University Students.
13p. 1mf. L1 ED 302 781
Origins of Interest in Science and Mathematics.
16p. 1mf. L1 ED 303 337
Profile of Incoming Freshmen at the University of Maryland College Park, 1988-1989. Research Report #14-88.
11p. 1mf. L1 ED 303 122
Sexual Attitudes and Behavior of Bulimic Women: A Preliminary Analysis.
24p. 1mf. L1 ED 302 751
Study of Transfer Students at Public Institutions of Higher Education in North Dakota.
44p. 1mf. L1 ED 303 114
Survey of Butler County High School Seniors, 1988.
32p. 1mf. L1 ED 303 230
University Counseling Center Trainees' Perceptions of Their Training Experience. Research Report No. 8-88.
20p. 1mf. L1 ED 303 480

Student Attrition
Student Retention: Catalyst for Institutional Change.
78p. 1mf. L1 ED 303 196

Student Behavior
Comparison of the Classroom and Playground Behaviour of Mildly Disabled and Non-Disabled Students in an Integrated Educational Setting.
37p. 1mf. L1 ED 303 237
High School Order and Academic Achievement.
43p. 1mf. L1 ED 303 434
High-Achieving Black Students: What Characterizes the Schools They Attend and Their Academic Behaviors?
42p. 1mf. L1 ED 302 892
Sexual Attitudes and Behavior of Bulimic Women: A Preliminary Analysis.
24p. 1mf. L1 ED 302 751
Three-Year Longitudinal Study of Small Class Size: The Metro-Nashville Public Schools Study: 1984-87.
29p. 1mf. L1 ED 302 928
Tobacco Use Behavior in Grades 5-12.
22p. 1mf. L2 ED 302 948

Student Certification
Granting Academic Credit for Vocational Education.
27p. 1mf. L1 ED 302 661

Student Characteristics
Age Group and Sex of Students. Fall 1987. Report No. 8-88.
637p. 7mf. L1 ED 303 116
American Freshman: National Norms for Fall 1988.
245p. 3mf. L2 ED 303 133
Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1987-88. Volume 23.
123p. 2mf. L1 ED 303 206
Calhoun Community College 1989 Fact Book.
75p. 1mf. L1 ED 303 201
Changes in School Psychology Practice: A Five Year Update.
15p. 1mf. L1 ED 302 782
Conceptualizing Teacher Engagement.
46p. 1mf. L1 ED 303 437
Georgia Psychoeducational Network Research Consortium. Final Report.
75p. 1mf. L1 ED 302 978
Labette Community College: Analysis of Alumni Survey Results for 1987 and 1988 Graduates.
37p. 1mf. L1 ED 303 215
Longitudinal Study of Retention in the C.O.O.R. ISD Area.
42p. 1mf. L1 ED 303 558
(Continued)

Student Characteristics (Continued)

New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System. 1986-87 . 136p. 2mf. L1 ED 303 548

New York, The State of Learning: Statewide Profile of the Educational System. Statistical Profiles of Public School Districts. 1987-88 . 237p. 3mf. L1 ED 303 549

Open Doors: 1987/88. Report on International Educational Exchange. 189p. 2mf. L1 ED 303 117

Profile of Incoming Freshmen at the University of Maryland College Park, 1988-1989. Research Report #14-88. 11p. 1mf. L1 ED 303 122

PVCC New Student Profile, Fall Semester 1988. Research Report Number 2-89. 23p. 1mf. L1 ED 303 229

Starting Over: Characteristics of Adult Literacy Learners. 112p. 2mf. L1 ED 302 723

Study of the Role of Community Colleges in the Achievement of the Bachelor's Degree in Washington State: Results of the Spring 1988 Bachelor's Degree Survey. Operations Report Number 89-1. 37p. 1mf. L1 ED 303 199

Survey of Butler County High School Seniors, 1988. 32p. 1mf. L1 ED 303 230

Student College Relationship

College Impact and Student Liberalism Revisited: The Effect of Student Peers. ASHE 1988 Annual Meeting Paper. 28p. 1mf. L1 ED 303 066

Method for Assessing Institution-Wide Responsiveness to Adult Undergraduates in Traditional Colleges and Universities. ASHE 1988 Annual Meeting Paper. 35p. 1mf. L1 ED 303 077

Tinto's Model of College Withdrawal Applied to Women in Two Institutions. 37p. 1mf. L1 ED 303 214

Uses of the College Student Experiences Questionnaire. ASHE Symposium. ASHE 1988 Annual Meeting Paper. 32p. 1mf. L1 ED 303 101

Student Costs

NASFAA Annotated Bibliography of Literature on Student Financial Aid: 1977-1985. 112p. 2mf. L1 ED 303 054

Study Assistance in Ten European Countries: Overview and Conceptual Framework. 86p. 1mf. L1 ED 303 053

Trends in Tuition and Other Basic Student Charges 1963-64 through 1988-89, with Typical Student Costs 1980-81 through 1988-89. Report Number 19-88A. 168p. 2mf. L1 ED 303 132

Student Development

Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper. 30p. 1mf. L1 ED 303 089

College Impact and Student Liberalism Revisited: The Effect of Student Peers. ASHE 1988 Annual Meeting Paper. 28p. 1mf. L1 ED 303 066

Uses of the College Student Experiences Questionnaire. ASHE Symposium. ASHE 1988 Annual Meeting Paper. 32p. 1mf. L1 ED 303 101

Student Educational Objectives

American Freshman: National Norms for Fall 1988. 245p. 3mf. L2 ED 303 133

Determinants of Postsecondary Educational Attainment for 1980 High School Seniors. 8p. 1mf. L1 ED 303 475

Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments. 80p. 1mf. L1 ED 303 024

Study of Interests in Academic, Technical and Extracurricular College Programs by High School Juniors and Seniors. 64p. 1mf. L1 ED 303 211

Teaching Curriculum Goals in Routine Environments: A Manual for the Instruction of Multi-Handicapped Students. 132p. 2mf. L2 ED 302 987

Student Evaluation

Comparison of Counseling Supervisors' and Trainees' Perceptions of Development. 15p. 1mf. L1 ED 302 773

Increasing Minority Participation in the Greensboro Academically Gifted Program without Changing Entrance Criteria. 6p. 1mf. L1 ED 302 999

Increasing the Perceived Usefulness of Psychoeducational Data among Elementary Staffing Committee Members through Direct Assessments. 80p. 1mf. L1 ED 303 024

On-Line Evaluation and Remediation of Programming Skills. 8p. 1mf. L1 ED 303 153

Re-Examination of the Behavioral Categories of Seven Behavior Rating Instruments: A Conceptual Analysis. A Final Research Report. 95p. 1mf. L1 ED 302 980

Student Outcomes Assessment Survey 1987-88. ASHE 1988 Annual Meeting Paper. 39p. 1mf. L1 ED 303 084

Teacher Training in Assessment. 27p. 1mf. L1 ED 303 439

Student Evaluation of Teacher Performance

Measurement of Student Perceptions of Teaching Competencies. 10p. 1mf. L1 ED 303 453

Why Research May Underestimate Effects of Feedback from Student Ratings. ASHE 1988 Annual Meeting Paper. 10p. 1mf. L1 ED 303 083

Student Financial Aid

Changing Patterns of Finance in Higher Education. Country Study: Japan. OECD Educational Monographs. 85p. 1mf. L2 ED 303 104

Guaranteed Student Loan Default Information. NASFAA Federal Monitor, No. 166. 202p. 3mf. L1 ED 303 056

Loan Counseling: Requirements and Good Practice. NASFAA Monograph Series Number VI. 69p. 1mf. L1 ED 303 055

Maryland Community Colleges Databook, January 1989. 182p. 2mf. L1 ED 303 227

NASFAA Annotated Bibliography of Literature on Student Financial Aid: 1977-1985. 112p. 2mf. L1 ED 303 054

Professional Judgment in Need Analysis. NASFAA Monograph Series Number VII. 43p. 1mf. L1 ED 303 057

Recommendations for Reducing the Default Rate in the Guaranteed Student Loan Program. 30p. 1mf. L1 ED 303 226

Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983. 21p. 1mf. L1 ED 303 538

Study Assistance in Ten European Countries: Overview and Conceptual Framework. 86p. 1mf. L1 ED 303 053

What New Students Are Thinking. A Survey of the 1988 North Dakota Scholars Program Candidates. 44p. 1mf. L1 ED 303 115

Student Improvement

Three's Company? An Evaluation of the Effect of a Third Teacher in Selected Kindergartens. Abridged Version of Report. 32p. 1mf. L1 ED 303 233

Student Loan Programs

Defaults in the Federal Guaranteed Student Loan Programs. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. One Hundredth Congress. Second Session. 405p. 5mf. L1 ED 303 103

Guaranteed Student Loan Default Information. NASFAA Federal Monitor, No. 166. 202p. 3mf. L1 ED 303 056

Loan Counseling: Requirements and Good Practice. NASFAA Monograph Series Number VI. 69p. 1mf. L1 ED 303 055

NASFAA Annotated Bibliography of Literature on Student Financial Aid: 1977-1985. 112p. 2mf. L1 ED 303 054

Recommendations for Reducing the Default Rate in the Guaranteed Student Loan Program. 30p. 1mf. L1 ED 303 226

Student Motivation

Adult Learning Handbook. 43p. 1mf. L2 ED 302 628

Curriculum Content Today and Tomorow: Will Students Be Motivated To Learn? 25p. 1mf. L1 ED 303 443

Factors Influencing the Decision To Return to Graduate School in One Professional Group, Physical Therapy. ASHE 1988 Annual Meeting Paper. 29p. 1mf. L1 ED 303 094

Motivation in the Reading Curriculum. 13p. 1mf. L1 ED 302 805

Motivation of Middle School Students. 4p. 1mf. L1 ED 303 495

Students' Motivation and Changes in Motivation during the First Year of College. ASHE 1988 Annual Meeting Paper. 22p. 1mf. L1 ED 303 069

Student Needs

F. Y. I. Institutional Research Reports Numbers 1-6. 41p. 1mf. L1 ED 303 231

Guide to Working with Minority Language Students in Special Education. 39p. 1mf. L1 ED 302 990

Marketing Higher Education to Adults. 25p. 1mf. L1 ED 302 664

Student Participation

Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports. 37p. 1mf. L1 ED 303 389

Evaluating the Mathematics Scores of Students Who Participate in a School Store. 11p. 1mf. L1 ED 303 513

Partner Project. Final Report. 144p. 2mf. L1 ED 302 977

Student Personnel Services

Mt. San Antonio College Matriculation Study: Preliminary Findings, Fall 1986-Spring 1988. 24p. 1mf. L1 ED 303 207

Student Placement

Local Norms and Test Characteristics for Selected Forms of the M.A.A. Placement Test. 11p. 1mf. L1 ED 303 488

Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987. 19p. 1mf. L1 ED 303 472

Student Problems

Assessment of Selected Educators' Understandings of Adolescent Suicide. 34p. 1mf. L1 ED 302 755

Student Projects

Science Fair Projects. LC Science Tracer Bullet. 16p. 1mf. L1 ED 303 339

Student Promotion

Project ABC: Advancement Based on Competency. 1982-1987 Summary Report. 33p. 1mf. L1 ED 303 471

Retention/Promotion/Transition in the Early Grades: A Research Brief. 9p. 1mf. L1 ED 303 278

Student Publications

Word-Processed Student Newspaper: Why?--How?--So What? 15p. 1mf. L1 ED 303 036

Student Recruitment

Analyzing Marketing Strategies Designed To Increase Minority Student Enrollment at Selected Urban Community Colleges. 34p. 1mf. L1 ED 303 205

Report of the Tennessee Task Force on the Supply of Minority Teachers. 11p. 1mf. L1 ED 303 458

University High School: An Early Intervention Collaboration "From Scratch". 32p. 1mf. L1 ED 303 465

Student Responsibility

Adolescent Responsibility, Parent-Child Relations, and School Performance. 34p. 1mf. L1 ED 303 253

Student Rights

Rights of Students. The basic ACLU Guide to Student's Rights. Third Edition. An American Civil Liberties Handbook. 197p. 3mf. L1 ED 302 887

Student School Relationship

Rights of Students. The basic ACLU Guide to Student's Rights. Third Edition. An American Civil Liberties Handbook. 197p. 3mf. L1 ED 302 887

Student Teacher Attitudes

Assessment of Performance of Field Experiences at Clemson University. 18p. 1mf. L1 ED 303 444

Student Teacher Evaluation

Assessment of Performance of Field Experiences at Clemson University. 18p. 1mf. L1 ED 303 444

Student Teacher Supervisors

Actual and Preferred Supervisory Behaviors of Supervising Teachers as Measured by the Supervising Teacher Behavior Description Questionnaire, Form I (STBDQ). 19p. 1mf. L1 ED 303 499

Student Teachers

Dialog Journals: A Window on the Act of Language Teaching. 26p. 1mf. L1 ED 303 030

Integrating Learning Styles, Critical Thinking, and Models of Teaching in the Student Teaching Experience. 15p. 1mf. L1 ED 303 462

Measurement of Student Perceptions of Teaching Competencies. 10p. 1mf. L1 ED 303 453

Student-Teachers Learning from Experienced Teachers. 65p. 1mf. L2 ED 303 301

Study Abroad

Second Language Maintenance for Returnee Students in Japan. 18p. 1mf. L1 ED 303 034

Subanun

Aspects of Western Subanon Formal Speech. Publications in Linguistics. Publication Number 81. 209p. 3mf. L1 ED 303 038

Substance Abuse

Determinants of Relapse for Polysubstance Abusers. 18p. 1mf. L1 ED 302 785

Success

Assessment of Law Enforcement Candidates: Peer Evaluations and the MMPI. 9p. 1mf. L1 ED 302 775

Health Program Entrant's Math/Reading/Success Review. 36p. 1mf. L1 ED 302 655

Sucking Behavior

Feeding Techniques for Children Who Have Cleft Lip and Palate. 10p. 1mf. L2 ED 303 009

Suicide

Assessment of Selected Educators' Understandings of Adolescent Suicide. 34p. 1mf. L1 ED 302 755

Suicide. Useful Information. 35p. 1mf. L1 ED 302 763

Summer Programs

Bright Beginnings: Summer Kindergarten. 106p. 2mf. L2 ED 303 256

Summer Youth Job Program: Congressional Action Has Increased Emphasis on Remedial Education. Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, U.S. Senate. 95p. 1mf. L1 ED 303 536

Summer Science Programs

Effect of Active Research Involvement on Secondary Science and Mathematics Teachers. 19p. 1mf. L1 ED 303 338

Superintendents

Effectiveness, Productivity, and Excellence in American Schools. 15p. 1mf. L1 ED 302 949

From Recommendations to Reality. A Paper on School Reform Issues. 30p. 1mf. L1 ED 302 910

Gender Differences in the Career Paths of Educational Administrators in Pennsylvania. 26p. 1mf. L1 ED 302 876

Georgia Superintendents Identify Their Most Troublesome Administrative Problems: A 1988 Survey. 27p. 1mf. L1 ED 303 460

Job Search Strategies Utilized by Certified Aspiring and Incumbent Female and Male Public School Administrators. 34p. 1mf. L1 ED 302 879

Supervision

Corrections Officer Knowledge/Skill Maps. Standards and Training for Corrections Program. 173p. 2mf. L1 ED 302 697

Integrated Developmental Model of Supervision. 9p. 1mf. L1 ED 302 789

Supervisor Qualifications

Key Triad: Why? What? and How? 11p. 1mf. L1 ED 302 957

Supervisors

Comparison of Counseling Supervisors' and Trainees' Perceptions of Development. 15p. 1mf. L1 ED 302 773

Improving Teacher-Supervisor Communication through Modification of the Communication Context: An Examination of the Effects of Cooperative, Supervisor Controlled, and Minimal Evaluation on Instruction and the Teacher-Supervisor Relationship. 28p. 1mf. L1 ED 302 875

Supervisory Behavior Description Questionna

Actual and Preferred Supervisory Behaviors of Supervising Teachers as Measured by the Supervising Teacher Behavior Description Questionnaire, Form I (STBDQ). 19p. 1mf. L1 ED 303 499

Supervisory Methods

Differences in Attitudes toward Post Evaluation Conferences for Proficient and Nonproficient Teachers in Mississippi. 9p. 1mf. L1 ED 302 942

Practical Guide for Instructional Supervision: A Tool for Administrators and Supervisors. 83p. 1mf. L2 ED 302 947

Supported Work Programs

Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Manual for Best Practices and Procedures. 25p. 1mf. L1 ED 303 005

Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches. 16p. 1mf. L1 ED 302 998

Interagency Vendorization: Expanding Supported Employment Services. Fourth Revision. 94p. 1mf. L1 ED 302 992

Surveys

Conducting a Survey: The Dollars and Sense of It. 14p. 1mf. L2 ED 302 922

Swallowing Therapy

Swallowing Disorders: What Families Should Know. 18p. 1mf. L2 ED 303 007

Sympathy

Psychological Mechanisms in Children with Deficient Empathy and Sympathy. 9p. 1mf. L1 ED 302 864

Systems Analysis

Implementing ISDN: A Sociotechnical Analysis. 21p. 1mf. L1 ED 303 138

Integrating Information in Conceptual Models. Use of an Information Structure in Building Conceptual Models for Behavioural Studies. Research Bulletin 70. 70p. 1mf. L1 ED 303 454

Systems Development

Understanding Library Microcomputer Systems. Professional Skills Series. 136p. 2mf. L2 ED 303 182

Tactual Visual Tests

Pattern of Relationships of Coincidence Anticipation With Age, Gender, and Depth of Sport Experience. 20p. 1mf. L1 ED 303 424

Take Home Tests

Effect of Unstructured Evaluation on Academic Integrity. 13p. 1mf. L1 ED 303 508

Tales

Perfect Day for the Tajar: And Nine More Stories. 66p. 1mf. L2 ED 303 314

Talking Books

Evaluative Directory to Producers and Distributors of Unabridged Books on Cassette Tape. Occasional Papers Number 184. 40p. 1mf. L2 ED 303 167

Task Analysis

Agricultural Production: Task Analyses. Competency-Based Education. 253p. 3mf. L1 ED 302 668

Agricultural Production: Task Analysis for Livestock Production. Competency-Based Education. 214p. 3mf. L1 ED 302 667

Industrial Arts Instructional Tasks/Competencies for Graphic Communications. Competency-Based Education. 219p. 3mf. L1 ED 302 669

Legal Office Procedures: Task Analyses. Competency-Based Education. Review Draft. 132p. 2mf. L1 ED 302 670

Teacher Administrator Relationship

Differences in Attitudes toward Post Evaluation Conferences for Proficient and Nonproficient Teachers in Mississippi. 9p. 1mf. L1 ED 302 942

Facilitating Teacher Engagement. 49p. 1mf. L1 ED 303 438

Georgia Principals Identify Their Most Troublesome Administrative Problems: A 1988 Survey. 30p. 1mf. L1 ED 303 461

Improving Teacher-Supervisor Communication through Modification of the Communication Context: An Examination of the Effects of Cooperative, Supervisor Controlled, and Minimal Evaluation on Instruction and the Teacher-Supervisor Relationship. 28p. 1mf. L1 ED 302 875

Principal Instructional Management Behavior and School Effectiveness: An Organizational Perspective. 52p. 1mf. L1 ED 302 934

Sources of Workers' Subcultures in Organization: A Case Study of a Public School Faculty. 26p. 1mf. L1 ED 303 433

Teacher Alienation

Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors. 20p. 1mf. L1 ED 302 925

Teacher Attitudes

"Talks with Teachers": A Preliminary Analysis. 38p. 1mf. L1 ED 303 418

Attitude of Primary School Staff toward the Integration of Mildly Handicapped Children. 23p. 1mf. L1 ED 303 240

Attitude towards Responsibility and Teacher Locus of Control: Predicting Teacher Stress and Attitudes. Research Paper ERU-2-88. 23p. 1mf. L2 ED 303 522

Comparison of Faculty Members' and Administrators' Definitions of, and Attitudes toward, Academic Freedom. ASHE 1988 Annual Meeting Paper. 25p. 1mf. L1 ED 303 087

Differences in Attitudes toward Post Evaluation Conferences for Proficient and Nonproficient Teachers in Mississippi. 9p. 1mf. L1 ED 302 942

Discriminant Analysis of Teachers' Learning Styles: Profiled by Teaching Areas. 10p. 1mf. L1 ED 303 428

Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County. 42p. 1mf. L1 ED 302 878

Improving the Consistency in Which Teachers of Grades Fourth through Sixth Use Microcomputers To Assist Instruction. 91p. 1mf. L2 ED 303 143

Measure of Common Variables Associated with Career Stages as Perceived by Principals and Teachers: Validation of a Model for Career Development. 24p. 1mf. L1 ED 303 422

Pilot Testing of a Needs Assessment Instrument in a Mississippi School District. 13p. 1mf. L1 ED 303 502

Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors. 20p. 1mf. L1 ED 302 925

Relationship between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools. 34p. 1mf. L1 ED 302 929

Reliability and Validity of a Scale To Measure Teachers' Attitudes toward Integration, in an Australian Context. 20p. 1mf. L1 ED 303 239

Secondary Teachers' Perceptions of School Organizational Climate Relative to Their Professional Growth and Development Attitudes. 23p. 1mf. L1 ED 302 962

Teacher Attitudes toward Their Preparation Program and Their Profession. 35p. 1mf. L1 ED 303 457

Teacher Perspectives and Educational Innovation. 23p. 1mf. L1 ED 302 931

Toddlers. Selected Papers Number 58. 24p. 1mf. L1 ED 303 236

Teacher Behavior

Actual and Preferred Supervisory Behaviors of Supervising Teachers as Measured by the Supervising Teacher Behavior Description Questionnaire, Form I (STBDQ). 19p. 1mf. L1 ED 303 499

Attitudes toward Research-Based Effective Teaching Behaviors from Teachers, Principals, and College Faculties and Students. 18p. 1mf. L1 ED 303 449

Conceptualizing Teacher Engagement. 46p. 1mf. L1 ED 303 437

Development and Uses of the Teaching Behaviors Questionnaire. 32p. 1mf. L1 ED 303 450

Handbook for Teaching Assistants: The TA at U of D. Fourth Edition. 111p. 2mf. L1 ED 303 448

Teacher Burnout

Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors. 20p. 1mf. L1 ED 302 925

Teacher Certification

Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas. 22p. 1mf. L1 ED 303 485

Making Teaching a Major Profession. Recommendations of the Joint Task Force on Teacher Preparation. 25p. 1mf. L1 ED 303 419

Performance of Regularly and Irregularly Certified Teacher of Mathematics. 9p. 1mf. L1 ED 303 492

Teacher Characteristics

Attitude of Primary School Staff toward the Integration of Mildly Handicapped Children. 23p. 1mf. L1 ED 303 240

Conceptualizing Teacher Engagement. 46p. 1mf. L1 ED 303 437

Facilitating Teacher Engagement. 49p. 1mf. L1 ED 303 438

Fifteen Year Look at Beginning Teachers. 18p. 1mf. L1 ED 303 452

Measure of Common Variables Associated with Career Stages as Perceived by Principals and Teachers: Validation of a Model for Career Development. 24p. 1mf. L1 ED 303 422

Moonlighting among Public School Teachers. Survey Report. 51p. 1mf. L1 ED 303 456

New York, The State of Learning: Statewide Profile of the Educational System. Statistical Profiles of Public School Districts. 1987-88 . 237p. 3mf. L1 ED 303 549

Teacher Competencies

Defining the Infancy Specialization in Early Childhood Special Education. 17p. 1mf. L1 ED 302 970

Teacher Dismissal

Dismissals of Tenured Faculty for Incompetence: An Analysis of Litigation Patterns. ASHE 1988 Annual Meeting Paper. 27p. 1mf. L1 ED 303 067

Teacher Education

Managing Industrial Teacher Education Programs in a Multi-Purpose Academic Unit--Selected Issues. 14p. 1mf. L1 ED 302 714

On-the-Job Training. A Tutor Guide for Training Job Instructors. 331p. 4mf. L1 ED 302 674

Professionalization of the Adult Literacy Workforce. Background Paper Prepared for Project on Adult Literacy. 35p. 1mf. L1 ED 302 680

Teachers Education Follow-Up Surveys: Are the Respondents Representatives of the Group? 11p. 1mf. L1 ED 303 491

Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29. 4p. 1mf. L1 ED 302 898

Teacher Education Curriculum

Foundational Studies as a New Liberal Art: Educology. 19p. 1mf. L1 ED 303 446

Making Teaching a Major Profession. Recommendations of the Joint Task Force on Teacher Preparation. 25p. 1mf. L1 ED 303 419

Multicultural Education for the Classroom. 12p. 1mf. L1 ED 303 425

Teacher Education for Future Generations: A Dynamic Process of Assessment and Evaluation. 44p. 1mf. L1 ED 303 466

Teacher Training in Assessment. 27p. 1mf. L1 ED 303 439

Vocational-Technical Education: An Overlooked Component in Teacher Training? 16p. 1mf. L1 ED 303 464

Teacher Education Programs

Academic Staff Secondment and Exchange between Colleges of Education and Schools. 87p. 1mf. L2 ED 303 300

Fifteen Year Look at Beginning Teachers. 18p. 1mf. L1 ED 303 452

Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City. Case 07-88. 166p. 2mf. L1 ED 303 342

Multicultural Education for the Classroom. 12p. 1mf. L1 ED 303 425

Report of the Tennessee Task Force on the Supply of Minority Teachers. 11p. 1mf. L1 ED 303 458

Student-Teachers Learning from Experienced Teachers. 65p. 1mf. L2 ED 303 301

Teacher Attitudes toward Their Preparation Program and Their Profession. 35p. 1mf. L1 ED 303 457

Teacher Education and Learning To Teach: A Research Agenda. Issue Paper 88-7. 24p. 1mf. L1 ED 303 426

Teacher Training in Assessment. 27p. 1mf. L1 ED 303 439

Teacher Effectiveness

Attitudes toward Research-Based Effective Teaching Behaviors from Teachers, Principals, and College Faculties and Students. 18p. 1mf. L1 ED 303 449

CERI's 20th Anniversary: A Special Supplement. Innovation in Education: News from the OECD-Paris, No. 51. 9p. 1mf. L2 ED 302 956

Classroom Management: Theory into Practice. 9p. 1mf. L1 ED 302 874

Comprehension Instruction of Award Winning Teachers, Masters Degree Teachers and Non-Masters Degree Teachers. 59p. 1mf. L1 ED 302 838

Conceptualizing Teacher Engagement. 46p. 1mf. L1 ED 303 437

Developing a Faculty Checklist for Self-Evaluation for Teaching-Learning Effectiveness. 11p. 1mf. L1 ED 303 128

Development and Uses of the Teaching Behaviors Questionnaire. 32p. 1mf. L1 ED 303 450

Reflective Teaching and Teacher Effectiveness: Measurement Considerations. 15p. 1mf. L2 ED 303 506

Teacher Effectiveness via Interactive Satellite: Preliminary Findings from Observation of Three Teachers over the TI-IN Interactive Satellite Network. 20p. 1mf. L1 ED 303 295

Teacher Engagement

Conceptualizing Teacher Engagement. 46p. 1mf. L1 ED 303 437

Teacher Evaluation

Designing Portfolios for the Assessment of Elementary Literacy Teaching: Work-in-Progress. 21p. 1mf. L1 ED 302 842

Differences in Attitudes toward Post Evaluation Conferences for Proficient and Nonproficient Teachers in Mississippi. 9p. 1mf. L1 ED 302 942

Fifteen Year Look at Beginning Teachers. 18p. 1mf. L1 ED 303 452

GAO's Study of Overseas Department of Defense Dependents' Schools. Testimony: Statement of William J. Gainer, Associate Director, Human Resources Division before the Subcommittee on Military Personnel and Compensation Committee on Armed Services, House of Representatives. 12p. 1mf. L1 ED 302 904

Improving Teacher-Supervisor Communication through Modification of the Communication Context: An Examination of the Effects of Cooperative, Supervisor Controlled, and Minimal Evaluation on Instruction and the Teacher-Supervisor Relationship. 28p. 1mf. L1 ED 302 875

Teacher Exchange Programs

Academic Staff Secondment and Exchange between Colleges of Education and Schools. 87p. 1mf. L2 ED 303 300

International Partnership in Health Care and Education. 13p. 1mf. L1 ED 303 123

Teacher Improvement

Effect of Active Research Involvement on Secondary Science and Mathematics Teachers. 19p. 1mf. L1 ED 303 338

Futurism in Vocational Education. 11p. 1mf. L1 ED 302 647

Secondary Teachers' Perceptions of School Organizational Climate Relative to Their Professional Growth and Development Attitudes. 23p. 1mf. L1 ED 302 962

Why Research May Underestimate Effects of Feedback from Student Ratings. ASHE 1988 Annual Meeting Paper. 10p. 1mf. L1 ED 303 083

Teacher Interns

Getting at the Core of the New York State Mentor Teacher-Internship Program: Relationships. 28p. 1mf. L1 ED 303 463

Teacher Morale

Facilitating Teacher Engagement. 49p. 1mf. L1 ED 303 438

Relationship between Secondary Teachers' Perceived Levels of Burnout and Their Perceptions of Their Principals' Supervisory Behaviors. 20p. 1mf. L1 ED 302 925

Staff Development Coordinators Assess the Administrative Needs of Georgia's 186 Local School Systems: A 1988 Survey. 27p. 1mf. L1 ED 303 459

Teacher Orientation
Teacher Induction: A Survey of Experienced Teachers.
8p. 1mf. L1 ED 303 455

Teacher Participation
Case Study in Teacher-Centered Curriculum Development: The Process in Walpole Public Schools.
41p. 1mf. L1 ED 302 891
School-Based Management/Shared-Decision Making--a Pilot Program: A Historical Perspective.
278p. 3mf. L1 ED 302 933
Teacher Involvement: A Message for "Restructurers."
20p. 1mf. L1 ED 302 915

Teacher Recruitment
Black Faculty: The Reasons They Teach in Predominantly Black Colleges. ASHE 1988 Annual Meeting Paper.
18p. 1mf. L1 ED 303 091
Designing and Implementing a Collaborative Model for Minority Recruitment. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 078
Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29.
4p. 1mf. L1 ED 302 898

Teacher Response
Discipline with Dignity.
279p. 3mf. L2 ED 302 938
From Recitation to Construction: Teachers Change with New Technologies. Technical Report.
27p. 1mf. L1 ED 303 371

Teacher Responsibility
Report of the Paperwork Reduction Task Force.
42p. 1mf. L1 ED 302 881

Teacher Rights
Comparison of Faculty Members' and Administrators' Definitions of, and Attitudes toward, Academic Freedom. ASHE 1988 Annual Meeting Paper.
25p. 1mf. L1 ED 303 087

Teacher Role
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators.
51p. 1mf. L1 ED 302 906
Scholar: Integrating Teaching and Research in Higher Education. ASHE 1988 Annual Meeting Paper.
21p. 1mf. L1 ED 303 095
Supporting Individual Differences in the Classroom.
23p. 1mf. L1 ED 303 270
Understanding and Dealing with Separation Issues in Early Childhood Programs.
19p. 1mf. L1 ED 303 277

Teacher Shortage
Report of the Tennessee Task Force on the Supply of Minority Teachers.
11p. 1mf. L1 ED 303 458

Teacher Student Ratio
Three's Company? An Evaluation of the Effect of a Third Teacher in Selected Kindergartens. Abridged Version of Report.
32p. 1mf. L1 ED 303 233

Teacher Student Relationship
Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools.
138p. 2mf. L1 ED 303 535
Discipline with Dignity.
279p. 3mf. L2 ED 302 938
Handbook for Teaching Assistants: The TA at U of D. Fourth Edition.
111p. 2mf. L1 ED 303 448

Teacher Supervision
Practical Guide for Instructional Supervision: A Tool for Administrators and Supervisors.
83p. 1mf. L2 ED 302 947
Relationship between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools.
34p. 1mf. L1 ED 302 929

Teacher Surveys
Teachers Education Follow-Up Surveys: Are the Respondents Representatives of the Group?
11p. 1mf. L1 ED 303 491

Teacher Transfer
Academic Staff Secondment and Exchange between Colleges of Education and Schools.
87p. 1mf. L2 ED 303 300

Teacher Workshops
Curriculum-Referenced Test Development Workshop Series: Workshops One through Three.
80p. 1mf. L1 ED 303 486

Teachers
Stimulated Recall and Teachers' Thought Processes: A Critical Review of the Methodology and an Alternative Perspective.
20p. 1mf. L1 ED 303 500

Teaching (Occupation)
Designing and Implementing a Collaborative Model for Minority Recruitment. ASHE 1988 Annual Meeting Paper.
32p. 1mf. L1 ED 303 078
Scholar: Integrating Teaching and Research in Higher Education. ASHE 1988 Annual Meeting Paper.
21p. 1mf. L1 ED 303 095

Teaching Assistants
Handbook for Teaching Assistants: The TA at U of D. Fourth Edition.
111p. 2mf. L1 ED 303 448

Teaching Behaviors Questionnaire
Attitudes toward Research-Based Effective Teaching Behaviors from Teachers, Principals, and College Faculties and Students.
18p. 1mf. L1 ED 303 449
Development and Uses of the Teaching Behaviors Questionnaire.
32p. 1mf. L1 ED 303 450

Teaching Conditions
"Talks with Teachers": A Preliminary Analysis.
38p. 1mf. L1 ED 303 418
Secondary Teachers' Perceptions of School Organizational Climate Relative to Their Professional Growth and Development Attitudes.
23p. 1mf. L1 ED 302 962

Teaching Guides
Nature's Classroom: A Program Guide for Camps and Schools.
126p. 2mf. L2 ED 303 309
Reading Effectiveness Program. Elementary Curriculum Guide.
244p. 3mf. L1 ED 302 814

Teaching Methods
(PACT) Partners in Augmentative Communication Training: A Resource Guide for Interaction Facilitation Training for Children.
142p. 2mf. L2 ED 303 015
"Pies Are Hard To Find Out about..." An Inquiry into Children's Understanding of the Nature of Fractions. Technical Report.
109p. 2mf. L1 ED 303 361
Adult Learning Handbook.
43p. 1mf. L2 ED 302 628
Camping Out: An Outdoor Education Program.
81p. 1mf. L2 ED 303 013
Comprehension Instruction of Award Winning Teachers, Masters Degree Teachers and Non-Masters Degree Teachers.
59p. 1mf. L1 ED 302 838
Developing a Faculty Checklist for Self-Evaluation for Teaching-Learning Effectiveness.
11p. 1mf. L1 ED 303 128
Dressing Techniques for Children Who Have Cerebral Palsy.
14p. 1mf. L2 ED 303 008
Employ the Team Teaching Approach. Second Edition. Module C-19 of Category C--Instructional Execution. Professional Teacher Education Module Series.
32p. 1mf. L1 ED 302 649
Improving Cognitive Skills of Hearing-Impaired College Students. Final Report.
70p. 1mf. L1 ED 302 993
On-the-Job Training. A Tutor Guide for Training Job Instructors.
331p. 4mf. L1 ED 302 674
Perspectives in Teaching Reading.
9p. 1mf. L1 ED 302 818
Reading Comprehension Research: A Selected Review. Technical Report No. 448.
30p. 1mf. L1 ED 302 827
Review of the Literature of Research into Separation Anxiety: Its Causes and Its Meaning to the Caregiver in the Childcare Center.
27p. 1mf. L1 ED 303 267
Technological Literacy: A Goal and Role for Secondary Industrial Education.
21p. 1mf. L1 ED 302 713
Tell-A-Phone: A Pragmatic Tool for Speech and Language Intervention.
39p. 1mf. L2 ED 303 014
Visions for Children: African American Early Childhood Education Program.
22p. 1mf. L1 ED 303 269

Teaching Models
Integrating Learning Styles, Critical Thinking, and Models of Teaching in the Student Teaching Experience.
15p. 1mf. L1 ED 303 462

Teaching Skills
Adult Learning Handbook.
43p. 1mf. L2 ED 302 628

Teaching Styles
Study of the Use of Geography Textbooks by Selected Teachers in English Secondary Schools.
657p. 7mf. L1 ED 303 411
Teaching That Connects Students' Inquiry with Curricular Agendas in Schools. Technical Report.
32p. 1mf. L1 ED 303 370

Team Sports
Interrelationships among Age, Sex, and Depth of Sport Experience on a Complex Motor Task by 4- to 9-Year Old Children.
27p. 1mf. L1 ED 303 423

Team Teaching
Employ the Team Teaching Approach. Second Edition. Module C-19 of Category C--Instructional Execution. Professional Teacher Education Module Series.
32p. 1mf. L1 ED 302 649

Teamwork
Early Intervention Team Approaches: The Transdisciplinary Model.
21p. 1mf. L1 ED 302 971

Technical Assistance
Adult Education and Technology Project Report 1987-1988.
26p. 1mf. L1 ED 302 725
Adult Education Report.
104p. 2mf. L1 ED 302 726
Australian Education and the Pacific Rim: An Emerging Relationship.
33p. 1mf. L1 ED 302 911

Technical Education
Industry/Electronics Education Joint Venture.
20p. 1mf. L1 ED 302 645
Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.
13p. 1mf. L1 ED 303 221
Technology: A National Imperative.
30p. 1mf. L2 ED 302 665
Vocational Training for Economic Development: A Report on the Business/Industry Relationships with the Kansas Community Colleges and Area Vocational-Technical Schools, 1987-88 Academic Year.
64p. 1mf. L1 ED 303 228
Vocational-Technical Education: An Overlooked Component in Teacher Training?
16p. 1mf. L1 ED 303 464
Vocational/Technical Education in Hawaii in Search of Excellence.
14p. 1mf. L1 ED 302 639

Technical Institutes
Graduate Placement Report Annual Summary, 1988. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute.
19p. 1mf. L1 ED 303 222

Technical Mathematics
Math Exit Competencies Handbook for Selected Kentucky Postsecondary Industrial Education Programs: Air Conditioning, Autobody, Automechanics, Carpentry, Drafting, Electricity, Electronics, Graphic Arts, Machine Shop, Masonry, Welding.
227p. 3mf. L1 ED 302 656

Technical Writing
Missing Link: Internships in Professional Writing Programs.
12p. 1mf. L1 ED 302 855

Technological Advancement
Biology, Medicine, and the Bill of Rights. Special Report.
130p. 2mf. L1 ED 303 323
Community College Advanced Technology Centers: Meeting America's Need for Integrated, Comprehensive Economic Development.
12p. 1mf. L1 ED 302 735
Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2.
70p. 1mf. L1 ED 302 688
New Technologies in the 1990s: A Socio-Economic Strategy. Conclusions and Recommendations of a Group of Experts on the Social Aspects of New Technologies.
24p. 1mf. L2 ED 303 140
New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1.
33p. 1mf. L1 ED 302 687
Optical Disk Formats: A Briefing. ERIC Digest.
3p. 1mf. L1 ED 303 176
Practical Downloading to Desktop Publishing: Enhancing the Delivery of Information.
7p. 1mf. L1 ED 303 181
Secondary Vocational Training in Technologically Intensive Industries in Arizona: New Directions in Rural Education.
45p. 1mf. L1 ED 302 641
Technology: A National Imperative.
30p. 1mf. L2 ED 302 665

Technological Literacy
Technological Literacy: A Goal and Role for Secondary Industrial Education.
21p. 1mf. L1 ED 302 713

Technology
Technology-Related Assistance for Individuals with Disabilities Act of 1988. Report. House of Representatives, 100th Congress, 2nd Session.
57p. 1mf. L1 ED 303 016

Telecommunication Devices for Deaf
Equal Telecommunications Access for Deaf and Hard of Hearing Virginians (TDD/Message Relay Programs). Report to the Governor and the General Assembly of Virginia. House Document No. 9.
58p. 1mf. L1 ED 302 985

Telecommunications
Implementing ISDN: A Sociotechnical Analysis.
21p. 1mf. L1 ED 303 138
Teacher Effectiveness via Interactive Satellite: Preliminary Findings from Observation of Three Teachers over the TI-IN Interactive Satellite Network.
20p. 1mf. L1 ED 303 295
Toward Telecommunications Strategies in Academic and Research Libraries. Ten Case Studies of Decision-Making and Implementation. An OMS Occasional Paper. OP14.
33p. 1mf. L2 ED 303 166

Teleconferencing
Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report.
14p. 1mf. L1 ED 303 374
Development Communication Report. No. 56-59.
62p. 1mf. L1 ED 303 134

Telephone Communications Systems
Equal Telecommunications Access for Deaf and Hard of Hearing Virginians (TDD/Message Relay Programs). Report to the Governor and the General Assembly of Virginia. House Document No. 9.
58p. 1mf. L1 ED 302 985

Telephone Usage Instruction
Tell-A-Phone: A Pragmatic Tool for Speech and Language Intervention.
39p. 1mf. L2 ED 303 014

Television
Growing Up in Prime Time. An Analysis of Adolescent Girls on Television.
32p. 1mf. L2 ED 303 152
Humanities in America. A Report to the President, the Congress, and the American People.
49p. 1mf. L1 ED 303 408

Television Commercials
Commercialization of Children's Television. Hearings on H.R. 3288, H.R. 3966, and H.R. 4125: Bills To Require the FCC To Reinstate Restrictions on Advertising during Children's Television, To Enforce the Obligation of Broadcasters To Meet the Educational Needs of the Child Audience, and for Other Purposes, before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress (September 15, 1987 and March 17, 1988).
354p. 4mf. L1 ED 303 136

Television Viewing
American Television: How Mass a Medium?
31p. 1mf. L1 ED 303 379
Toy-Based Programming and Childrens Knowledge of Products.
6p. 1mf. L1 ED 303 158

Temperature
Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions.
55p. 1mf. L1 ED 303 367

Tennessee
Some Analyses of Kindergarten Results in a Statewide Study of Class Size: Project ST*R, Tennessee, 1985-86. (Draft).
24p. 1mf. L1 ED 303 232
Teacher Involvement: A Message for "Restructurers."
20p. 1mf. L1 ED 302 915
Technical Education Program in Partnership with Business and Industry through a Metropolitan Chamber of Commerce.
22p. 1mf. L1 ED 302 724

Tennessee (Upper Cumberland)
Strategies and Effectiveness of Rural Schools/University Collaborations.
68p. 1mf. L1 ED 303 299

Tenure
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6.
56p. 1mf. L1 ED 302 686

Tenured Faculty
Dismissals of Tenured Faculty for Incompetence: An Analysis of Litigation Patterns. ASHE 1988 Annual Meeting Paper.
27p. 1mf. L1 ED 303 067
State of Faculty Evaluation in Community, Technical, and Junior Colleges within the North Central Region, 1988-1989. A Research Study.
58p. 1mf. L1 ED 303 204

Test Anxiety
Effects of Trait Anxiety on State Anxiety and Perception of Test Difficulty for Undergraduates Administered High and Low Difficulty Tests.
12p. 1mf. L1 ED 303 509

Test Bias
Teachers Education Follow-Up Surveys: Are the Respondents Representatives of the Group?
11p. 1mf. L1 ED 303 491

Test Construction
Curriculum-Referenced Test Development Workshop Series: Workshops One through Three.
80p. 1mf. L1 ED 303 486
Developing Quality Science Programs. A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment. Science Curriculum and Assessment Project, Northwest Evaluation Association.
26p. 1mf. L1 ED 303 341
Development, Validation, and Use of an Item Bank for Police Promotion Examinations.
6p. 1mf. L1 ED 303 496
Reflective Teaching and Teacher Effectiveness: Measurement Considerations.
15p. 1mf. L2 ED 303 506
Verbal Reports of Thinking and Multiple-Choice Critical Thinking Test Design. Technical Report No. 447.
33p. 1mf. L1 ED 302 826

Test Format
Empirical Comparison of a Direct and an Indirect Method of Assessing Writing Proficiency.
62p. 1mf. L1 ED 303 519
Measurement Characteristics of a "No-Guessing" Administration of the Finding Embedded Figures Test--Research Edition.
25p. 1mf. L1 ED 303 487

Test Interpretation
Corrections Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 695
Juvenile Counselor Cutoff Score Report. Standards and Training for Corrections Program.
15p. 1mf. L1 ED 302 702
Probation Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 709

Test Items
Corrections Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
54p. 1mf. L1 ED 302 694
Developing Quality Science Programs. A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment. Science Curriculum and Assessment Project, Northwest Evaluation Association.
26p. 1mf. L1 ED 303 341
Juvenile Counselor Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
52p. 1mf. L1 ED 302 701
Probation Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
50p. 1mf. L1 ED 302 708

Test Norms
Local Norms and Test Characteristics for Selected Forms of the M.A.A. Placement Test.
11p. 1mf. L1 ED 303 488

Test Reliability
Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88.
26p. 1mf. L1 ED 303 483
Study of the Relationship between Student Placement Test Scores and Final Grades in Physics 121 at Pima College.
30p. 1mf. L1 ED 303 223

Test Results
Elementary School Achievement Profiles. Portland Public Schools. A School-by-School Report of Basic Skills Test Results and School/Student/Staff Data: School Year 1986-87.
188p. 2mf. L1 ED 303 469
Health Program Entrant's Math/Reading/Success Review.
36p. 1mf. L1 ED 302 655
Nature of Field Independence: Percentiles and Factor Structure of the Finding Embedded Figures Test--Research Edition.
32p. 1mf. L1 ED 303 520
School District Variables as Predictors of Mathematics Achievement.
27p. 1mf. L1 ED 303 497

Test Selection
Training Bibliography.
198p. 3mf. L1 ED 302 672

Test Specifications
Curriculum-Referenced Test Development Workshop Series: Workshops One through Three.
80p. 1mf. L1 ED 303 486

Test Use
Health Program Entrant's Math/Reading/Success Review.
36p. 1mf. L1 ED 302 655

Test Validity
Computer-Based and Paper-Based Measurement of Semantic Knowledge.
34p. 1mf. L1 ED 303 518
Confirmatory Factor Analysis of Data from the Myers-Briggs Type Indicator.
20p. 1mf. L1 ED 303 489
Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88.
23p. 1mf. L1 ED 303 479
Construct Validation Study on the Behavior Dimensions Rating Scale for Use in Juvenile Correctional Facilities. A Research Report.
33p. 1mf. L1 ED 302 981
Corrections Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
130p. 2mf. L1 ED 302 693
Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas.
22p. 1mf. L1 ED 303 485
Factorial Validity of the Fennema-Sherman Mathematics Attitudes Scales.
15p. 1mf. L1 ED 303 493
Internal Construct Validation Study of the "Iowa Tests of Basic Skills" (Level 12, Form G) Reading Comprehension Test Items.
24p. 1mf. L1 ED 303 481
Juvenile Counselor Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
133p. 2mf. L1 ED 302 700
Probation Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
131p. 2mf. L1 ED 302 707
Teacher Locus of Control: A Study of Its Reliability and Validity by Discriminant Analysis. Research Paper ERU-3-88.
17p. 1mf. L2 ED 303 521
Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987.
19p. 1mf. L1 ED 303 472
Verbal Reports of Thinking as Data for Validating Multiple-Choice Tests. Technical Report No. 445.
22p. 1mf. L1 ED 302 825

Testing
Corrections Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
54p. 1mf. L1 ED 302 694
Juvenile Counselor Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
52p. 1mf. L1 ED 302 701
Probation Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
50p. 1mf. L1 ED 302 708

Testing Problems
Effect of Unstructured Evaluation on Academic Integrity.
13p. 1mf. L1 ED 303 508

Testing Programs
Professional Engineering Handbook.
125p. 2mf. L1 ED 303 343

Tests of Adult Basic Education
Health Program Entrant's Math/Reading/Success Review.
36p. 1mf. L1 ED 302 655

Texas
Discipline of Handicapped Students: Suspension and Expulsion.
10p. 1mf. L1 ED 302 902
Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1988. October 1987 through September 1988.
187p. 2mf. L1 ED 303 262

Text Coherence
Development and Validation of a Model for Text Coherency.
18p. 1mf. L1 ED 302 830

Text Factors
Development and Validation of a Model for Text Coherency.
18p. 1mf. L1 ED 302 830

Text Processing (Reading)
Teaching Critical Reading through Set Theory. Working Paper No. 20.
31p. 1mf. L1 ED 302 832

Text Structure
Development and Validation of a Model for Text Coherency.
18p. 1mf. L1 ED 302 830

Textbook Content
Study of the Use of Geography Textbooks by Selected Teachers in English Secondary Schools.
657p. 7mf. L1 ED 303 411
Text-Frame Relationships and ESL.
14p. 1mf. L1 ED 303 037

Textbook Preparation
Text-Frame Relationships and ESL.
14p. 1mf. L1 ED 303 037

Textbook Research
Study of the Use of Geography Textbooks by Selected Teachers in English Secondary Schools.
657p. 7mf. L1 ED 303 411

Textbooks
Effectiveness of Using Interactive Computer Programs To Model Textbook Reading Strategies for University and Community College Psychology and Biology Students.
28p. 1mf. L1 ED 302 810

Textile Industry
Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2.
70p. 1mf. L1 ED 302 688

Theater Arts
Spotlight on Arts Education. Volume 3, Spring, 1988.
39p. 1mf. L1 ED 303 400

Theories
Interdependencies of Theory Formation, Revision, and Experimentation.
26p. 1mf. L1 ED 303 524

Theory Development
Interdependencies of Theory Formation, Revision, and Experimentation.
26p. 1mf. L1 ED 303 524

Theory Practice Relationship
Collaborative Research Goes to School: Guided Inquiry with Computers in Classrooms. Technical Report.
80p. 1mf. L1 ED 303 364
Translating Empirical Findings into an Intervention for Children of Divorce.
16p. 1mf. L1 ED 302 744

Therapists
Utilization of Consensus Techniques by Speech Therapists To Increase Alternative Speech and Language Models for Elementary Children.
104p. 2mf. L1 ED 303 022

Therapy
Swallowing Disorders: What Families Should Know.
18p. 1mf. L2 ED 303 007

Thermodynamics
Can Models Foster Conceptual Change? The Case of Heat and Temperature. Technical Report.
158p. 2mf. L1 ED 303 365

Think Aloud Program
Learning via Model Construction and Criticism: Protocol Evidence on Sources of Creativity in Science.
99p. 2mf. L1 ED 303 357

Thinking Skills
Curriculum Content Today and Tomorow: Will Students Be Motivated To Learn?
25p. 1mf. L1 ED 303 443
Organizational Context of Higher Order Thinking.
39p. 1mf. L1 ED 303 436

TI IN Network TX
Teacher Effectiveness via Interactive Satellite: Preliminary Findings from Observation of Three Teachers over the TI-IN Interactive Satellite Network.
20p. 1mf. L1 ED 303 295

Time Management
Changes in School Psychology Practice: A Five Year Update.
15p. 1mf. L1 ED 302 782
Georgia Principals Identify Their Most Troublesome Administrative Problems: A 1988 Survey.
30p. 1mf. L1 ED 303 461
Instruction and the Effects of Schooling.
38p. 1mf. L1 ED 303 435
What Do College and University Presidents Really Do? An Inside Look at Presidential Work. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 093

Tobacco
Tobacco Use Behavior in Grades 5-12.
22p. 1mf. L2 ED 302 948

Toddlers
Toddlers. Selected Papers Number 58.
24p. 1mf. L1 ED 303 236

Torts
Legal Liability of Children and Parents in North Dakota.
47p. 1mf. L1 ED 303 235

Totalitarianism
Democracy Threatened: India's Emergency of 1975. A Classroom Simulation.
35p. 1mf. L1 ED 303 402

Touching
When Salespeople Touch Customers: Reactions and Perceptions.
24p. 1mf. L1 ED 302 745

Tourism
Needs Assessment of Hospitality/Tourism Industry in Kentucky.
103p. 2mf. L1 ED 302 652

Toys
Toy-Based Programming and Childrens Knowledge of Products.
6p. 1mf. L1 ED 303 158

Track System (Education)
Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2.
19p. 1mf. L2 ED 303 553

Trade and Industrial Education
Managing Industrial Teacher Education Programs in a Multi-Purpose Academic Unit--Selected Issues.
14p. 1mf. L1 ED 302 714
Math Exit Competencies Handbook for Selected Kentucky Postsecondary Industrial Education Programs: Air Conditioning, Autobody, Automechanics, Carpentry, Drafting, Electricity, Electronics, Graphic Arts, Machine Shop, Masonry, Welding.
227p. 3mf. L1 ED 302 656
Progression into Engineering. Building Bridges between Education, Training and Employment.
190p. 2mf. L1 ED 302 663
Progression into Engineering. Building Bridges between Education, Training and Employment.
36p. 1mf. L1 ED 302 662
Sheet Metal Worker: A Training Profile.
135p. 2mf. L1 ED 302 626
Technological Literacy: A Goal and Role for Secondary Industrial Education.
21p. 1mf. L1 ED 302 713
Training Bibliography.
198p. 3mf. L1 ED 302 672

Traditional Schools
Comparison of Attitude toward School Subjects and Achievement in an Alternative and Traditional Elementary School.
17p. 1mf. L1 ED 302 914

Training Methods
Partner Project. Final Report.
144p. 2mf. L1 ED 302 977
Peer Assisted Leadership from a Trainer's Perspective: Implications for Practice.
25p. 1mf. L1 ED 302 943
Prosocial Skills Training for Children with Emotional Disturbances (ED) and Behavioral Disorders (BD): The Journey of 1,000 Miles Begins with the First Few Steps.
31p. 1mf. L1 ED 302 976

Trait Anxiety
Effects of Trait Anxiety on State Anxiety and Perception of Test Difficulty for Undergraduates Administered High and Low Difficulty Tests.
12p. 1mf. L1 ED 303 509

Transfer of Training
Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1.
94p. 1mf. L1 ED 303 271

Transfer Policy
Development of an Articulation Model between Shelby State Community College and Two Comprehensive State Universities.
107p. 2mf. L1 ED 303 198
Transfer and Articulation with Four-Year Colleges and Universities: A Report.
19p. 1mf. L1 ED 303 224

Transfer Programs
Transfer and Articulation with Four-Year Colleges and Universities: A Report.
19p. 1mf. L1 ED 303 224

Transitional Programs
Annotated Bibliography on Transition from School to Work. Volume 3. 284p. 3mf. L1 ED 303 026
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Final Report. 102p. 2mf. L1 ED 303 006
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Manual for Best Practices and Procedures. 25p. 1mf. L1 ED 303 005
Counselling Farmers Facing Situationally Determined Career Change. 15p. 1mf. L1 ED 302 798
Project Directors' Annual Meeting Conference Proceedings (3rd, Washington, D.C., December 10-11, 1987). 134p. 2mf. L1 ED 303 003
Retention/Promotion/Transition in the Early Grades: A Research Brief. 9p. 1mf. L1 ED 303 278
Transitional Services Model for Preschool Children Preparing To Enter Kindergarten Involving Parents, Teachers, and Public Schools. 130p. 2mf. L1 ED 303 248

Transpersonal Psychology
Transpersonal Psychology: Exploring the Frontiers in Human Resource Development. 6p. 1mf. L1 ED 302 758

Travel
Analysis of Research and Lecturing Proposals That Meet Fulbright Quality Standards. 16p. 1mf. L1 ED 303 112

Trend Analysis
Changes in School Psychology Practice: A Five Year Update. 15p. 1mf. L1 ED 302 782
Community Forum: The First Step in Strategic Planning. 16p. 1mf. L1 ED 303 203
Early Intervention Public Policy: Past, Present, and Future. 17p. 1mf. L1 ED 302 973

Trust (Psychology)
Changing Organizational Cultures in Libraries through Effective Leadership Communication. 23p. 1mf. L1 ED 303 185

Tuition
Review of Out-of-State/Out-of-Country Fees. 22p. 1mf. L1 ED 303 225
Trends in Tuition and Other Basic Student Charges 1963-64 through 1988-89, with Typical Student Costs 1980-81 through 1988-89. Report Number 19-88A. 168p. 2mf. L1 ED 303 132

TurboScan
CREATE: Center for Research and Evaluation in the Application of Technology to Education. Second Annual Report. 45p. 1mf. L1 ED 303 018

Tutoring
Direct Students in Instructing Other Students. Second Edition. Module C-4 of Category C--Instructional Execution. Professional Teacher Education Module Series. 28p. 1mf. L1 ED 302 689
Study of Peer Tutors Using the Neurological Impress Method. 14p. 1mf. L1 ED 302 837

Two Year College Students
Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1987-88. Volume 23. 123p. 2mf. L1 ED 303 206
Comparative Study of the Quality of Academic Advisement as Perceived by Day and Evening Students. 61p. 1mf. L1 ED 303 197
F. Y. I. Institutional Research Reports Numbers 1-6. 41p. 1mf. L1 ED 303 231
Graduate Placement Report Annual Summary, 1988. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute. 19p. 1mf. L1 ED 303 222
Howard Community College Enrollment Projections: Fiscal Year 1989 and Fiscal Years 1990 through 1994. Research Report Number 55. 57p. 1mf. L1 ED 303 220
Labette Community College: Analysis of Alumni Survey Results for 1987 and 1988 Graduates. 37p. 1mf. L1 ED 303 215
Mt. San Antonio College Matriculation Study: Preliminary Findings, Fall 1986-Spring 1988. 24p. 1mf. L1 ED 303 207
Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District. Institutional Research Report Number 74. 53p. 1mf. L1 ED 303 219
PVCC New Student Profile, Fall Semester 1988. Research Report Number 2-89. 23p. 1mf. L1 ED 303 229
Waiver Study, Fall 1987-Spring 1988. Focus Study, Mt. San Antonio College. 26p. 1mf. L1 ED 303 208

Typewriting
Business Education Tests for Selected Office Occupations. 200p. 3mf. L1 ED 302 717
Keyboarding Curriculum Guide. 138p. 2mf. L2 ED 302 716
Legal Office Procedures: Task Analyses. Competency-Based Education. Review Draft. 132p. 2mf. L1 ED 302 670

Ukrainian
Student Achievement in English-Ukrainian Partial Immersion Programs. 81p. 1mf. L1 ED 303 031

Undergraduate Students
Academic Achievement and Self Attitudes: A Longitudinal Study with Background Controlled. 13p. 1mf. L1 ED 303 526
Effects of Self-Generated Examples on Retention of Selected Concepts. 21p. 1mf. L1 ED 303 501
Effects of Trait Anxiety on State Anxiety and Perception of Test Difficulty for Undergraduates Administered High and Low Difficulty Tests. 12p. 1mf. L1 ED 303 509
Method for Assessing Institution-Wide Responsiveness to Adult Undergraduates in Traditional Colleges and Universities. ASHE 1988 Annual Meeting Paper. 35p. 1mf. L1 ED 303 077

Undocumented Immigrants
U.S. Immigration in the 1980s: Reappraisal and Reform. 313p. 4mf. L2 ED 303 381

Unemployment
Adult Unemployment and the Curriculum: A Manual for Practitioners. FEU/REPLAN Project Report. 64p. 1mf. L1 ED 302 727
High School Graduate Follow-Up Report, June 1987 Graduates. 65p. 1mf. L1 ED 303 532

Unit Costs
Patterns in Special Education Service Delivery and Cost. 249p. 3mf. L1 ED 303 027

United Kingdom
Curriculum and Democracy: Lessons from a Critique of the "New Sociology of Education." Occasional Paper No. 5. 21p. 1mf. L1 ED 302 920
Standardized Assessment of Teen-Agers' Oral Communication Skills in the United Kingdom. 13p. 1mf. L2 ED 302 863

United States
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6. 56p. 1mf. L1 ED 302 686

United States (Southeast)
Relationship between Teachers' Perceptions of Principals' Actual Supervisory Behavior and Teachers' Preferred Supervisory Behavior in Selected Southern Public Junior High Schools. 34p. 1mf. L1 ED 302 929

United States Constitution
Constitution: Experiencing Democracy. A Curriculum Guide for Elementary Schools. 534p. 6mf. L1 ED 303 405
Quest for Community in a National Republic: A Bicentennial Reappraisal. Final Report and Keynote Address, Virginia Assembly (Richmond, Virginia, April 8-10, 1988). 41p. 1mf. L2 ED 303 409

United States History
Columbian Voyages, the Columbian Exchange, and Their Historians. Essays on Global and Comparative History. 34p. 1mf. L2 ED 303 417
Constitution: Experiencing Democracy. A Curriculum Guide for Elementary Schools. 534p. 6mf. L1 ED 303 405

Units of Study
Bright Beginnings: Summer Kindergarten. 106p. 2mf. L2 ED 303 256

University Council for Educational Administ
Assessment Center Methods in Educational Administration: Past, Present, and Future. UCEA Monograph Series. 50p. 1mf. L1 ED 302 952

University of California Berkeley
Vicious Cycle of Gender and Status at the University of California at Berkeley, 1918-1954. ASHE 1988 Annual Meeting Paper. 45p. 1mf. L1 ED 303 070

University of Maryland College Park
Profile of Incoming Freshmen at the University of Maryland College Park, 1988-1989. Research Report #14-88. 11p. 1mf. L1 ED 303 122

University of Nevada System
University of Nevada System Enrollment Report Fall 1988. 20p. 1mf. L1 ED 303 111

University of Texas Arlington
University Based Alternative School for High School Dropouts. 34p. 1mf. L1 ED 302 930

University of Texas Austin
Summary of Credit by Examination at the University of Texas at Austin 1986-1987. 22p. 1mf. L1 ED 303 058
Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987. 19p. 1mf. L1 ED 303 472

Unwed Mothers
Child Care for the Children of Adolescent Parents: Findings from a National Survey and Case Studies. Working Paper No. 184. 74p. 1mf. L2 ED 302 937
Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174. 25p. 1mf. L2 ED 302 936

Urban Areas
Urgent Challenge: Educational Excellence for All. Final Report of the Mayor's Advisory Commission on Postsecondary Education. 89p. 1mf. L1 ED 303 063

Urban Education
Cooperative Efforts in Urban Literacy: Learnings from the Urban Literacy Network's Grant Projects. 27p. 1mf. L1 ED 302 629
School/College/Business Partnerships. Proceedings: The Conference of the University/Urban Schools National Task Force (10th, Santa Barbara, California, November 4-5, 1988). 93p. 1mf. L1 ED 303 539

Urban Literacy Network
Cooperative Efforts in Urban Literacy: Learnings from the Urban Literacy Network's Grant Projects. 27p. 1mf. L1 ED 302 629

Urban Planning
Future Directions for Urban Social Planning in Canada. U.B.C. Planning Papers: Discussion Papers #11. 23p. 1mf. L1 ED 303 564
Information Systems for Government and Business: Trends, Issues, Challenges. Proceedings of the Kawasaki International Seminar on the Information Systems Challenge for Government and Business (2nd, Kawasaki City, Japan, July 21-24, 1987). 592p. 7mf. L2 ED 303 178

Urban Prob
Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987. 153p. 2mf. L1 ED 303 566

Urban Problems
Who Are the Homeless? What Is Homelessness? The Politics of Defining an Emerging Policy Issue. U.B.C. Planning Papers: Discussion Papers #10. 26p. 1mf. L1 ED 303 565

Urban Schools
Analyzing Marketing Strategies Designed To Increase Minority Student Enrollment at Selected Urban Community Colleges. 34p. 1mf. L1 ED 303 205
Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools. 138p. 2mf. L1 ED 303 535
What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative. 28p. 1mf. L1 ED 303 562

Urban Youth
Preschool Children's Reading and Writing Awareness. Technical Report No. 442. 23p. 1mf. L1 ED 302 822

Use Studies
Summary of Computer Usage and Inventory of Computer Utilization in Curriculum. FY 1987-88. 55p. 1mf. L1 ED 303 161
User Surveys. SPEC Kit 148. 120p. 2mf. L2 ED 303 183

Users (Information)
Practical Downloading to Desktop Publishing: Enhancing the Delivery of Information. 7p. 1mf. L1 ED 303 181

USSR
Continuity in Soviet Education--Another Gorbachev Hurdle. 36p. 1mf. L1 ED 302 913
Mark Smith's Diary. 84p. 1mf. L1 ED 303 052

Validity
Validation of an Identity Development Model. 9p. 1mf. L1 ED 303 531

Value Judgment
Children's Use of Effort and Intentionality in Social Judgments of Others. 19p. 1mf. L1 ED 303 260
Development of Justifications for Moral Judgements. 33p. 1mf. L1 ED 303 259

Values
Moral Dimensions of Curriculum Choices. 14p. 1mf. L1 ED 302 896
Supporting Individual Differences in the Classroom. 23p. 1mf. L1 ED 303 270

Values Clarification
Civic Imperative: Examining the Need for Civic Education. Advances in Contemporary Educational Thought Series, Volume 3. 198p. mf. L3 ED 303 412

Values Education
What Research Tells the Principal about the Teaching of Values. 30p. 1mf. L1 ED 303 476

Venezuela
Decentralization and Regionalization in Educational Administration: Comparisons of Venezuela, Colombia and Spain. 37p. 1mf. L1 ED 302 873

Verbal Communication
Amelia Bedelia in the Library or Effective Communication for Leadership. 17p. 1mf. L2 ED 303 184
Verbal Reports of Thinking and Multiple-Choice Critical Thinking Test Design. Technical Report No. 447. 33p. 1mf. L1 ED 302 826

Verbal Reports
Verbal Reports of Thinking as Data for Validating Multiple-Choice Tests. Technical Report No. 445. 22p. 1mf. L1 ED 302 825

Videodisks
Optical Disk Formats: A Briefing. ERIC Digest. 3p. 1mf. L1 ED 303 176

Videotape Cassettes
Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology within the U.S. Hispanic Community. Revised Version. 25p. 1mf. L2 ED 303 157

Videotape Recordings
Development Communication Report. No. 56-59. 62p. 1mf. L1 ED 303 134
Stimulated Recall and Teachers' Thought Processes: A Critical Review of the Methodology and an Alternative Perspective. 20p. 1mf. L1 ED 303 500

Virginia
Equal Telecommunications Access for Deaf and Hard of Hearing Virginians (TDD/Message Relay Programs). Report to the Governor and the General Assembly of Virginia. House Document No. 9. 58p. 1mf. L1 ED 302 985
Quest for Community in a National Republic: A Bicentennial Reappraisal. Final Report and Keynote Address, Virginia Assembly (Richmond, Virginia, April 8-10, 1988). 41p. 1mf. L2 ED 303 409

Virginia State Board of Education
Restructuring Education in the Middle Grades. 17p. 1mf. L1 ED 302 921

Vision
Development of Entry-Level Vision and Hearing Guidelines for Corrections Officers, Juvenile Counselors, and Probation Officers. Standards and Training for Corrections Program. 159p. 2mf. L1 ED 302 692

Visions for Children
Visions for Children: African American Early Childhood Education Program. 22p. 1mf. L1 ED 303 269

Visual Arts
Spotlight on Arts Education. Volume 3, Spring, 1988. 39p. 1mf. L1 ED 303 400

Visual Environment
Ideas for Infant and Toddler Environments. 13p. 1mf. L1 ED 303 241

Visual Stimuli
Infants' Recognition of Facial Expressions from Partial Features of the Face. 6p. 1mf. L1 ED 303 258
Toy-Based Programming and Childrens Knowledge of Products. 6p. 1mf. L1 ED 303 158

Vocabulary
Glossary of Environmental Terms and Acronym List. 32p. 1mf. L1 ED 303 347
Vocabulary of Cultural Literacy in a Newspaper of Substance. 17p. 1mf. L1 ED 302 836

Vocabulary Development
Sequencing Stories in Spanish and English. 93p. 1mf. L1 ED 303 032

Vocational Adjustment
Preparing Preservice Teachers To Teach Secondary Aged Students with Handicaps. 32p. 1mf. L1 ED 303 427

Vocational Education
Apprenticeship/Vocational Education--Skilled Work Force. 12p. 1mf. L1 ED 302 731
Competitive Edge. 20p. 1mf. L1 ED 302 658
Employ the Team Teaching Approach. Second Edition. Module C-19 of Category C--Instructional Execution. Professional Teacher Education Module Series. 32p. 1mf. L1 ED 302 649
Fractions. Mathematics Series: Principles, Concepts and Applications. 198p. 3mf. L1 ED 303 348
Futurism in Vocational Education. 11p. 1mf. L1 ED 302 647
Graduate Placement Report Annual Summary, 1988. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute. 19p. 1mf. L1 ED 303 222
Granting Academic Credit for Vocational Education. 27p. 1mf. L1 ED 302 661
Integrated Occupational Program: Information Manual for Administrators, Counsellors, and Teachers. Interim 1988. 92p. 1mf. L2 ED 302 994
Measurements. Mathematics Series: Principles, Concepts and Applications. 129p. 2mf. L1 ED 303 349
North Carolina Vocational Education Performance Report. Program Year 1987-88. 104p. 2mf. L1 ED 302 728
Prepare for Students' Related Instruction. Second Edition. Module J-9 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series. 40p. 1mf. L1 ED 302 650
Recommendations for a Vocational Technical Education Act. 32p. 1mf. L2 ED 302 733
Role of Vocational Education in Preparing Young People for Adult Life and Employment. A Discussion Paper. 68p. 1mf. L1 ED 302 671
Secondary Vocational Training in Technologically Intensive Industries in Arizona: New Directions in Rural Education. 45p. 1mf. L1 ED 302 641
Summaries of Research and Development Activities in Agricultural Education in the United States of America 1985-1986. 182p. 2mf. L1 ED 302 666
Using the Local Vocational Advisory Council To Perform Program Assessment: A Case Study. A Final Report on the Fairbanks Vocational Education Assessment Project. 21p. 1mf. L1 ED 302 732
Vocational Training for Economic Development: A Report on the Business/Industry Relationships with the Kansas Community Colleges and Area Vocational-Technical Schools, 1987-88 Academic Year. 64p. 1mf. L1 ED 303 228
Vocational-Technical Education: An Overlooked Component in Teacher Training? 16p. 1mf. L1 ED 303 464
Vocational/Technical Education in Hawaii in Search of Excellence. 14p. 1mf. L1 ED 302 639
Workforce 2000: Education-Training-Skills. 15p. 1mf. L1 ED 302 730

Vocational Education Teachers
Direct Students in Instructing Other Students. Second Edition. Module C-4 of Category C--Instructional Execution. Professional Teacher Education Module Series. 28p. 1mf. L1 ED 302 689
Employ the Team Teaching Approach. Second Edition. Module C-19 of Category C--Instructional Execution. Professional Teacher Education Module Series. 32p. 1mf. L1 ED 302 649
Futurism in Vocational Education. 11p. 1mf. L1 ED 302 647
Industry/Electronics Education Joint Venture. 20p. 1mf. L1 ED 302 645
Managing Industrial Teacher Education Programs in a Multi-Purpose Academic Unit--Selected Issues. 14p. 1mf. L1 ED 302 714
Prepare for Students' Related Instruction. Second Edition. Module J-9 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series. 40p. 1mf. L1 ED 302 650

Vocational Evaluation
Study of the Vocational Assessment Process as Applied to Vocational Education. Final Report. 78p. 1mf. L1 ED 302 640

Vocational Rehabilitation
Connections: Vocational Rehabilitation Training Package for Transition to College Trainers Manual . 102p. 2mf. L1 ED 302 995

Vocational Schools
Community College-High School Connection. Articulated Programs at San Juan College. 40p. 1mf. L1 ED 302 643

Voluntary Agencies
Take Action against Drug Abuse: How To Start a Volunteer Anti-Drug Program in Your Community. ACTION/DA Publication No. 987. 53p. 1mf. L1 ED 302 765

Volunteers
Scientists in the Classroom. One School District's Experience with Science and Mathematics Volunteers in Elementary and Secondary Schools. 42p. mf. L3 ED 303 321
Take Action against Drug Abuse: How To Start a Volunteer Anti-Drug Program in Your Community. ACTION/DA Publication No. 987. 53p. 1mf. L1 ED 302 765

Voting
Computer Mapping Super Tuesday Results in the South. 11p. 1mf. L1 ED 303 410

Wages
Longitudinal Study of Graduates of Special Education. Keynote Presentation. 15p. 1mf. L1 ED 303 004
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6. 56p. 1mf. L1 ED 302 686

Wales
Behind School Reform, USA-England: Economics and Equity. 21p. 1mf. L1 ED 303 413

Walpole Public Schools MA
Case Study in Teacher-Centered Curriculum Development: The Process in Walpole Public Schools. 41p. 1mf. L1 ED 302 891

Washington
Study of the Role of Community Colleges in the Achievement of the Bachelor's Degree in Washington State: Results of the Spring 1988 Bachelor's Degree Survey. Operations Report Number 89-1. 37p. 1mf. L1 ED 303 199

Wechsler Adult Intelligence Scale (Revised)
What Role Does Formal Education Play in the IQ-Age Relationship across the Adult Life-Span? 49p. 1mf. L1 ED 303 498

Welding
Aviation Maintenance Technology. Airframe. A204. Aircraft Welding. Instructor Material. 342p. 4mf. L1 ED 302 632

Welfare Recipients
Hearing on H.R. 2246, Jobs for Employable Dependent Individuals "JEDI." Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session. 43p. 1mf. L1 ED 303 551
Women Students with Dependent Children on Welfare: Educational Impact of Welfare Policy and Practice. ASHE 1988 Annual Meeting Paper. 18p. 1mf. L1 ED 303 097

Welfare Services
Hearing on H.R. 2246, Jobs for Employable Dependent Individuals "JEDI." Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session. 43p. 1mf. L1 ED 303 551
Joining Forces: Linking the Education and Social Welfare Systems To Help At-Risk Children and Youth. 7p. 1mf. L1 ED 302 917

Well Being
Changing American Family and Public Policy. 263p. mf. L3 ED 303 554
Job Insecurity and Employee Well-Being. 20p. 1mf. L1 ED 302 752
Stress Resistant Employee: An Update. 19p. 1mf. L1 ED 302 769
Stress, Appraisal, and Coping in Spouses of Demented Elderly: Predictors of Psychological Well-Being. 38p. 1mf. L1 ED 302 779
Well-Being of Recently Divorced Puerto Rican Women. 19p. 1mf. L1 ED 303 552

West Virginia
"It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties. 77p. 1mf. L1 ED 303 283

West Virginia Board of Education v Barnette
Impact of Changing World Views on Educational and Legal Philosophy: The United States as Exemplar. 15p. 1mf. L1 ED 302 963

Western Civilization
Impact of Changing World Views on Educational and Legal Philosophy: The United States as Exemplar. 15p. 1mf. L1 ED 302 963

White Students
Comparison of Black and White Middle Class Children's Performance on Three Ability Measures. 12p. 1mf. L1 ED 303 545
Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88. 26p. 1mf. L1 ED 303 483
High-Achieving Black Students: What Characterizes the Schools They Attend and Their Academic Behaviors? 42p. 1mf. L1 ED 302 892
Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11. 18p. 1mf. L2 ED 303 555

Whites
Race and Geographical Mobility in the United States, 1940-1980. 32p. 1mf. L2 ED 303 533

Whole Language Approach
Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students. 131p. 2mf. L1 ED 302 833

Wisconsin (Oshkosh)
Tobacco Use Behavior in Grades 5-12. 22p. 1mf. L2 ED 302 948

Withdrawal (Education)
Tinto's Model of College Withdrawal Applied to Women in Two Institutions. 37p. 1mf. L1 ED 303 214
Waiver Study, Fall 1987-Spring 1988. Focus Study, Mt. San Antonio College. 26p. 1mf. L1 ED 303 208

Women Faculty
Career Patterns and Role Performance of Part-Time Academics: The Impact of Sex and Setting. ASHE 1988 Annual Meeting Paper. 29p. 1mf. L1 ED 303 086
Out of the Kitchen: The Transformation of Teachers College, Columbia University, 1913-1933. ASHE 1988 Annual Meeting Paper. 35p. 1mf. L1 ED 303 072
Vicious Cycle of Gender and Status at the University of California at Berkeley, 1918-1954. ASHE 1988 Annual Meeting Paper. 45p. 1mf. L1 ED 303 070

Womens Education
Women Students with Dependent Children on Welfare: Educational Impact of Welfare Policy and Practice. ASHE 1988 Annual Meeting Paper. 18p. 1mf. L1 ED 303 097

Womens Studies
Gender Balancing the Curriculum with Faculty/Student Teamwork: A Case Study. 10p. 1mf. L1 ED 303 392
Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987. 325p. 4mf. L1 ED 303 385
Sense of History: A Reference Guide to Alaska's Women 1896-1985. Alaska Historical Commission Studies in History No. 179. 135p. 2mf. L1 ED 303 281

Word Families
Morphological Families in the Internal Lexicon. Technical Report No. 450. 36p. 1mf. L1 ED 302 829

Word Processing
Business Education Tests for Selected Office Occupations. 200p. 3mf. L1 ED 302 717
Effects of Sentence-Combining Using Word Processing Technology on the Reading Comprehension and Writing Fluency of Low-Achieving Fourth Grade Students. 19p. 1mf. L1 ED 302 845
Merging Computer Writing & Collaborative Learning: The Role of Space in Room N779. 11p. 1mf. L1 ED 302 849
Word-Processed Student Newspaper: Why?--How?--So What? 15p. 1mf. L1 ED 303 036

Word Recognition
Morphological Families in the Internal Lexicon. Technical Report No. 450. 36p. 1mf. L1 ED 302 829

Work Attitudes
Job Insecurity and Employee Well-Being. 20p. 1mf. L1 ED 302 752
Preparing Preservice Teachers To Teach Secondary Aged Students with Handicaps. 32p. 1mf. L1 ED 303 427
Relationships between Organizational Climate, Job Satisfaction and Stress-Related Illnesses. 26p. 1mf. L1 ED 302 753

Work Environment
Great Place to Work: Improving Conditions for Staff in Young Children's Programs. 83p. 1mf. L1 ED 303 265
Training MA Psychologists for Work in Rural Settings: Issues and Models. 12p. 1mf. L1 ED 302 768

Work Experience Programs
Developing an Industry Base for Office Education Programs. 212p. 3mf. L1 ED 302 719
Peer Assisted Leadership from a Trainer's Perspective: Implications for Practice. 25p. 1mf. L1 ED 302 943
Summer Youth Job Program: Congressional Action Has Increased Emphasis on Remedial Education. Report to the Chairman, Subcommittee on Employment and Productivity, Committee on Labor and Human Resources, U.S. Senate. 95p. 1mf. L1 ED 303 536

Workbooks
Energy Management for Human Service Agencies. Second Edition. 346p. 4mf. L1 ED 302 880

Workshops
Peer Assisted Leadership from a Trainer's Perspective: Implications for Practice. 25p. 1mf. L1 ED 302 943

World History
Columbian Voyages, the Columbian Exchange, and Their Historians. Essays on Global and Comparative History. 34p. 1mf. L2 ED 303 417
Democracy Threatened: India's Emergency of 1975. A Classroom Simulation. 35p. 1mf. L1 ED 303 402

World Literature
State-Adopted Basic Textbooks for Grammar/Composition, Grades 9-12; Writing, Grades 9-12; World Literature, Grade 10. Annotations. 32p. 1mf. L1 ED 302 847

World Problems
Action at the Grassroots: Fighting Poverty and Environmental Decline. Worldwatch Paper 88. 75p. 1mf. L2 ED 303 350
World Food and Agriculture. Economic Problems and Issues. 148p. 2mf. L2 ED 302 642

Writing (Composition)
State-Adopted Basic Textbooks for Grammar/Composition, Grades 9-12; Writing, Grades 9-12; World Literature, Grade 10. Annotations. 32p. 1mf. L1 ED 302 847

Writing Evaluation
Basic Skills Assessment Program, Spring 1987. Annual Report No. 87-24. 189p. 2mf. L1 ED 303 467
Empirical Comparison of a Direct and an Indirect Method of Assessing Writing Proficiency. 62p. 1mf. L1 ED 303 519

Writing Exercises
Ready to Read! 119p. 2mf. L1 ED 302 840

Writing Implements
Writing Techniques and Adaptations for Home and Classroom. 18p. 1mf. L2 ED 303 011

Writing Improvement

Effects of Sentence-Combining Using Word Processing Technology on the Reading Comprehension and Writing Fluency of Low-Achieving Fourth Grade Students.
19p. 1mf. L1 ED 302 845

Writing Instruction

Children's Writing in ESL. ERIC Digest.
3p. 1mf. L1 ED 303 046

Methodologies of Reading and Writing in Kindergarten.
71p. 1mf. L1 ED 302 834

Poet for Teachers and Students: Lawrence Ferlinghetti.
6p. 1mf. L1 ED 302 850

Writing Readiness

Writing Techniques and Adaptations for Home and Classroom.
18p. 1mf. L2 ED 303 011

You Can Help Your Young Child with Writing.
17p. 1mf. L1 ED 302 846

Writing Skills

Children's Writing in ESL. ERIC Digest.
3p. 1mf. L1 ED 303 046

Young Adults

Survey of Youth in Custody, 1987. Bureau of Justice Statistics Special Report.
13p. 1mf. L1 ED 302 740

Turbulent Years.
242p. 3mf. L1 ED 302 776

Young Children

Making Prevention a Way of Life: The Importance of Infant Development.
26p. 1mf. L1 ED 303 257

Pattern of Relationships of Coincidence Anticipation With Age, Gender, and Depth of Sport Experience.
20p. 1mf. L1 ED 303 424

Youth Community Service

Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports.
37p. 1mf. L1 ED 303 389

Yukon Territory

Annual Report 1984-1985. Yukon Department of Education.
31p. 1mf. L1 ED 303 282

Zoos

Science for the Fun of It. A Guide to Informal Science Education.
137p. 2mf. L2 ED 303 318

Academic Senate for California Community Colleges, Sacramento.

Criteria and Measures of Institutional Effectiveness.
28p. 1mf. L1 ED 303 191

Academy for Educational Development, Inc., Washington, D.C.

Energy Management for Human Service Agencies. Second Edition.
346p. 4mf. L1 ED 302 880

Facilities Planning for Small Colleges.
220p. 3mf. L1 ED 302 903

Turbulent Years.
242p. 3mf. L1 ED 302 776

Acadia Inst., Bar Harbor, ME.

University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.
77p. 1mf. L1 ED 303 100

Accrediting Commission for Junior Colleges, Modesto, Calif.

Criteria and Measures of Institutional Effectiveness.
28p. 1mf. L1 ED 303 191

ACTION, Washington, D.C.

Take Action against Drug Abuse: How To Start a Volunteer Anti-Drug Program in Your Community. ACTION/DA Publication No. 987.
53p. 1mf. L1 ED 302 765

Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Care and Resources for Employees and Their Dependents.
56p. 1mf. L1 ED 303 251

Family Day Care Training Curriculum (Lao).
199p. 3mf. L1 ED 303 246

Family Day Care Training Curriculum.
132p. 2mf. L1 ED 303 244

Healthy Young Children: A Manual for Programs.
346p. 4mf. L2 ED 303 264

Impact Evaluation of the Resource Access Projects, 1986-1987.
198p. 3mf. L1 ED 303 021

Impact Evaluation of the Resource Access Projects, 1983-1984.
209p. 3mf. L1 ED 303 020

Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese).
123p. 2mf. L1 ED 303 245

Southeast Asian Family Day Care Resource Manual.
72p. 1mf. L1 ED 303 247

Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.

Development Communication Report. No. 56-59.
62p. 1mf. L1 ED 303 134

Agricultural Research Service (DOA), Washington, D.C.

Improving Research through Peer Review.
43p. 1mf. L1 ED 303 344

Ahmanson Foundation, Beverly Hills, CA.

Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States.
79p. 1mf. L2 ED 303 567

Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568

Alaska Historical Commission, Anchorage.

Sense of History: A Reference Guide to Alaska's Women 1896-1985. Alaska Historical Commission Studies in History No. 179.
135p. 2mf. L1 ED 303 281

Alaska Women's Commission, Anchorage.

Sense of History: A Reference Guide to Alaska's Women 1896-1985. Alaska Historical Commission Studies in History No. 179.
135p. 2mf. L1 ED 303 281

Alberta Dept. of Education, Edmonton.

Integrated Occupational Program: Information Manual for Administrators, Counsellors, and Teachers. Interim 1988.
92p. 1mf. L2 ED 302 994

Project ABC: Advancement Based on Competency. 1982-1987 Summary Report.
33p. 1mf. L1 ED 303 471

Alberta Social Services and Community Health, Edmonton.

Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches.
16p. 1mf. L1 ED 302 998

Alfred P. Sloan Foundation, New York, N.Y.

Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16.
21p. 1mf. L1 ED 303 406

American Association for the Advancement of Science, Washington, D.C.

University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.
77p. 1mf. L1 ED 303 100

American Camping Association, Martinsville, Ind.

Camp Standards with Interpretations for the Accreditation of Organized Camps. Revised Edition. Basic Standards Course Participant Workbook.
143p. 2mf. L2 ED 303 311

Economic Impact of Organized Camping in the United States in 1982: An Estimate and Analysis.
62p. 1mf. L2 ED 303 310

Nature's Classroom: A Program Guide for Camps and Schools.
126p. 2mf. L2 ED 303 309

Omnibus of Fun. Volume 1. A Treasury of Fun for Recreation Leaders.
168p. 2mf. L2 ED 303 315

Perfect Day for the Tajar: And Nine More Stories.
66p. 1mf. L2 ED 303 314

Site and Facilities: A Resource Book for Camps.
96p. 1mf. L2 ED 303 313

American Civil Liberties Union, Washington, DC.

Rights of Students. The basic ACLU Guide to Student's Rights. Third Edition. An American Civil Liberties Handbook.
197p. 3mf. L1 ED 302 887

American Council on Education, Washington, D.C.

American Freshman: National Norms for Fall 1988.
245p. 3mf. L2 ED 303 133

Coping with Crime on Campus.
246p. mf. L3 ED 303 060

American Federation of Information Processing Societies, Montvale, N.J.

Planning for Computers in Education: A Resource Handbook. Revised.
166p. 2mf. L1 ED 303 142

American Geological Inst., Alexandria, VA.

Earth Science Education for the 21st Century Conference (Alexandria, Virginia, April 19-23, 1988). Executive Summary.
22p. 1mf. L1 ED 303 316

American Historical Association, Washington, D.C.

Columbian Voyages, the Columbian Exchange, and Their Historians. Essays on Global and Comparative History.
34p. 1mf. L2 ED 303 417

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

CREATE: Center for Research and Evaluation in the Application of Technology to Education. Second Annual Report.
45p. 1mf. L1 ED 303 018

American Newspaper Publishers Association Foundation, Washington, D.C.

Free Press & Fair Trial. Revised Edition.
101p. 2mf. L2 ED 303 377

Newspapers in Education: Elementary Activity Cards .
109p. 2mf. L1 ED 303 335

Using the Newspaper in Secondary Mathematics.
14p. 1mf. L1 ED 303 334

Using the Newspaper in Secondary Science.
28p. 1mf. L1 ED 303 333

American Society for Engineering Education, Washington, D.C.

Selective Guide to Literature on Agricultural Engineering. Engineering Literature Guides, Number 4.
25p. mf. L3 ED 303 325

Selective Guide to Literature on Chemical Engineering. Engineering Literature Guides, Number 9.
24p. mf. L3 ED 303 326

Selective Guide to Literature on Computer Engineering. Engineering Literature Guides, Number 1.
23p. mf. L3 ED 303 327

Selective Guide to Literature on Computer Science. Engineering Literature Guides, Number 3.
21p. mf. L3 ED 303 328

Selective Guide to Literature on Engineering Geology. Engineering Literature Guides, Number 7.
26p. mf. L3 ED 303 329

Selective Guide to Literature on Mechanical Engineering. Engineering Literature Guides, Number 2.
24p. mf. L3 ED 303 330

Selective Guide to Literature on Mining Engineering. Engineering Literature Guides, Number 6.
43p. mf. L3 ED 303 331

Selective Guide to Literature on Software Review Sources. Engineering Literature Guides, Number 8.
34p. mf. L3 ED 303 332

American Society of Newspaper Editors, Washington, DC.

Free Press & Fair Trial. Revised Edition.
101p. 2mf. L2 ED 303 377

American Vocational Association, Alexandria, VA. Agricultural Education Div.

Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1987-88.
150p. 2mf. L1 ED 302 734

Summaries of Research and Development Activities in Agricultural Education in the United States of America 1985-1986.
182p. 2mf. L1 ED 302 666

Andrew W. Mellon Foundation, New York, N.Y.

Entrepreneurs in Academe: Exploration of Behaviors among Life Scientists. ASHE 1988 Annual Meeting Paper.
45p. 1mf. L1 ED 303 102

Appalachian Regional Commission, Washington, D.C.

Education Reform in Rural Appalachia, 1982-1987.
200p. 3mf. L1 ED 303 287

ARC Professional Services Group, Rockville, MD. Information Systems Div.

Resources in Education (RIE). Volume 24, Number 6.
p. mf. L2 ED 302 624

Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.

Secondary Vocational Training in Technologically Intensive Industries in Arizona: New Directions in Rural Education.
45p. 1mf. L1 ED 302 641

Arizona Univ., Tucson. Dept. of Special Education.

Partner Project. Final Report.
144p. 2mf. L1 ED 302 977

Arkansas State Board of Vocational Education, Little Rock.

Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas.
22p. 1mf. L1 ED 303 485

Arkansas State Dept. of Education, Little Rock. General Education Div.

Experience Art.
236p. 3mf. L1 ED 303 391

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
15p. 1mf. L1 ED 302 821

Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820

Association for Supervision and Curriculum Development, Alexandria, Va.

Discipline with Dignity.
279p. 3mf. L2 ED 302 938

Association of California Community Coll. Administrators.

Criteria and Measures of Institutional Effectiveness.
28p. 1mf. L1 ED 303 191

Association of California School Administrators.

Practical Guide for Instructional Supervision: A Tool for Administrators and Supervisors.
83p. 1mf. L2 ED 302 947

Association of Kindergarten Teachers in Finland, Helsinki.

100 Years of Kindergartens in Finland.
17p. 1mf. L2 ED 303 238

Association of Lecturers in Colleges of Education in Scotland.

Academic Staff Secondment and Exchange between Colleges of Education and Schools.
87p. 1mf. L2 ED 303 300

Association of New York State Educators of the Emotionally Disturbed, Hawthorne.

Prosocial Skills Training for Children with Emotional Disturbances (ED) and Behavioral Disorders (BD): The Journey of 1,000 Miles Begins with the First Few Steps.
31p. 1mf. L1 ED 302 976

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Automation Inventory of Research Libraries, 1988.
183p. 2mf. L2 ED 303 165

Toward Telecommunications Strategies in Academic and Research Libraries. Ten Case Studies of Decision-Making and Implementation. An OMS Occasional Paper. OP14.
33p. 1mf. L2 ED 303 166

User Surveys. SPEC Kit 148.
120p. 2mf. L2 ED 303 183

Association on American Indian Affairs, Inc., New York, N.Y.

Economic and Community Development Resource Guide for Native Americans.
87p. 1mf. L1 ED 303 298

Atlantic Richfield Foundation, Los Angeles, CA.

Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States.
79p. 1mf. L2 ED 303 567

Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
15p. 1mf. L1 ED 302 821

Context and the Development of Metaphor Comprehension. Technical Report No. 444.
16p. 1mf. L1 ED 302 824

From Present to Future: Beyond "Becoming a Nation of Readers." Technical Report No. 443.
22p. 1mf. L1 ED 302 823

Learning To Read in Japan. Technical Report No. 449.
25p. 1mf. L1 ED 302 828

Morphological Families in the Internal Lexicon. Technical Report No. 450.
36p. 1mf. L1 ED 302 829

Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820

Preschool Children's Reading and Writing Awareness. Technical Report No. 442.
23p. 1mf. L1 ED 302 822

Reading Comprehension Research: A Selected Review. Technical Report No. 448.
30p. 1mf. L1 ED 302 827

Verbal Reports of Thinking and Multiple-Choice Critical Thinking Test Design. Technical Report No. 447.
33p. 1mf. L1 ED 302 826

Verbal Reports of Thinking as Data for Validating Multiple-Choice Tests. Technical Report No. 445.
22p. 1mf. L1 ED 302 825

Boys and Girls Club of Escondido, CA.

Care and Resources for Employees and Their Dependents.
56p. 1mf. L1 ED 303 251

British Columbia Univ., Vancouver. Centre for Human Settlements.

Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987.
153p. 2mf. L1 ED 303 566

British Columbia Univ., Vancouver. School of Community and Regional Planning.

Future Directions for Urban Social Planning in Canada. U.B.C. Planning Papers: Discussion Papers #11.
23p. 1mf. L1 ED 303 564

Who Are the Homeless? What Is Homelessness? The Politics of Defining an Emerging Policy Issue. U.B.C. Planning Papers: Discussion Papers #10.
26p. 1mf. L1 ED 303 565

Brookhaven Coll., Farmers Branch, TX.

Adult Learning Handbook.
43p. 1mf. L2 ED 302 628

Brookhaven Coll., TX.

Adult Learning Handbook.
43p. 1mf. L2 ED 302 628

Butler County Community Coll., Butler, PA.

Survey of Butler County High School Seniors, 1988.
32p. 1mf. L1 ED 303 230

Calgary Board of Education (Alberta).

Project ABC: Advancement Based on Competency. 1982-1987 Summary Report.
33p. 1mf. L1 ED 303 471

California Association of Community Colleges, Sacramento.

Criteria and Measures of Institutional Effectiveness.
28p. 1mf. L1 ED 303 191

California Community Colleges Trustees Association, Sacramento.

Criteria and Measures of Institutional Effectiveness.
28p. 1mf. L1 ED 303 191

California Community Colleges, Sacramento. Office of the Chancellor.

AIDS Policies and Resources for Community Colleges.
46p. 1mf. L1 ED 303 192

Recommendations for Reducing the Default Rate in the Guaranteed Student Loan Program.
30p. 1mf. L1 ED 303 226

Review of Out-of-State/Out-of-Country Fees.
22p. 1mf. L1 ED 303 225

Transfer and Articulation with Four-Year Colleges and Universities: A Report.
19p. 1mf. L1 ED 303 224

California League Middle Schools, Sacramento, CA.

Equal Access to Education. Alternatives to Tracking and Ability Grouping. Practitioner's Monograph #2.
19p. 1mf. L2 ED 303 553

California State Board of Corrections, Sacramento.

Corrections Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
54p. 1mf. L1 ED 302 694

Corrections Officer Core Training Course Manual. Appendix A-2. Revised. Standards and Training for Corrections Program.
159p. 2mf. L1 ED 302 698

Corrections Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 695

Corrections Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.
173p. 2mf. L1 ED 302 697

Corrections Officer Physical Abilities Report. Standards and Training for Corrections Program.
151p. 2mf. L1 ED 302 696

Corrections Officer Physical Conditioning Course. Standards and Training for Corrections Program.
64p. 1mf. L1 ED 302 699

Corrections Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
130p. 2mf. L1 ED 302 693

Development of Entry-Level Vision and Hearing Guidelines for Corrections Officers, Juvenile Counselors, and Probation Officers. Standards and Training for Corrections Program.
159p. 2mf. L1 ED 302 692

Development of Training Standards for Three Entry-Level Corrections Positions for the California Board of Corrections Standards and Training for Corrections Program.
41p. 1mf. L1 ED 302 691

Juvenile Counselor Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
52p. 1mf. L1 ED 302 701

Juvenile Counselor Core Training Course Manual. Appendix B-2. Standards and Training for Corrections Program.
132p. 2mf. L1 ED 302 705

Juvenile Counselor Cutoff Score Report. Standards and Training for Corrections Program.
15p. 1mf. L1 ED 302 702

Juvenile Counselor Knowledge/Skill Maps. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 704

Juvenile Counselor Physical Abilities Report. Standards and Training for Corrections Program.
158p. 2mf. L1 ED 302 703

Juvenile Counselor Physical Conditioning Course. Standards and Training for Corrections Program.
61p. 1mf. L1 ED 302 706

Juvenile Counselor Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
133p. 2mf. L1 ED 302 700

Probation Officer Candidate Information Booklet and User's Manual. Standards and Training for Corrections Program.
50p. 1mf. L1 ED 302 708

Probation Officer Core Training Course Manual. Appendix C-2. Standards and Training for Corrections Program.
137p. 2mf. L1 ED 302 712

Probation Officer Cutoff Score Report. Standards and Training for Corrections Program.
14p. 1mf. L1 ED 302 709

Probation Officer Knowledge/Skill Maps. Standards and Training for Corrections Program.
156p. 2mf. L1 ED 302 711

Probation Officer Physical Abilities Report. Standards and Training for Corrections Program.
11p. 1mf. L1 ED 302 710

Probation Officer Validation Report and Technical Adequacy Report. Standards and Training for Corrections Program.
131p. 2mf. L1 ED 302 707

California State Dept. of Education, Sacramento.

Business Education Tests for Selected Office Occupations.
200p. 3mf. L1 ED 302 717

Developing an Industry Base for Office Education Programs.
212p. 3mf. L1 ED 302 719

California State Postsecondary Education Commission, Sacramento.

Annual Report on Program Activities, 1986-87. The Twelfth in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities. Report No. 87-28.
31p. 1mf. L1 ED 303 109

Appropriations in the 1988-89 State Budget for the Public Segments of Higher Education. Staff Report Series. Report 88-33.
18p. 1mf. L1 ED 303 108

California College-Going Rates. 1987 Update. The Eleventh in a Series of Reports on New Freshman Enrollment at California's Colleges and Universities by Recent Graduates of California High Schools. Report 88-26.
72p. 1mf. L1 ED 303 106

Legislation Affecting Higher Education Enacted during the 1987-88 Session. A Staff Report to the California Postsecondary Education Commission. Staff Report Series. Report 88-34.
37p. 1mf. L1 ED 303 107

Proposed Establishment of San Jose State University's Tri-County Center in Salinas. A Report to the Governor and Legislature in Response to a Request by the California State University for Funds to Create an Off-Campus Center to Serve Monterey, San Benito, and Santa Cruz Counties. Report No. 88-37.
103p. 2mf. L1 ED 303 110

California Univ., Los Angeles. Center for the Study of Evaluation.

Constitutional Rights Foundation's Youth Community Service Program. Evaluation Reports.
37p. 1mf. L1 ED 303 389

Cambridge Training and Development Ltd. (England).

Information Technology and the Wasted Resource. IT and Under-Represented Learners.
49p. 1mf. L1 ED 302 644

Canada Mortgage and Housing Corp., Ottawa (Ontario).

Homelessness and the Homeless: Responses and Innovations. A Canadian Contribution to IYSH 1987.
153p. 2mf. L1 ED 303 566

Canadian Social Science and Humanities Research Council, Ottawa (Ontario).

Vocabulary of Cultural Literacy in a Newspaper of Substance.
17p. 1mf. L1 ED 302 836

Carnegie Corp. of New York, N.Y.

Cultural Pride: Curriculum Unit. Latino Family Life Education Curriculum Series.
161p. 2mf. L2 ED 303 541

La Familia: Curriculum Unit. Latino Family Life Education Curriculum Series.
152p. 2mf. L2 ED 303 543

Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center.
124p. 2mf. L1 ED 303 529

CAUSE, Inc., Lansing, MI.

Reaching and Involving Black Parents of Handicapped Children in Their Child's Education Program. Final Report. Minority Outreach Project.
24p. 1mf. L1 ED 302 982

Center for Action Research, Princeton, N.J.

Study of the Design and Testing of Values To Be Derived in the Training of Librarians through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship.
44p. 1mf. L1 ED 303 160

Center for Immigration Studies, Washington, DC.

U.S. Immigration in the 1980s: Reappraisal and Reform.
313p. 4mf. L2 ED 303 381

Center for International Education (ED), Washington, DC.

Democracy Threatened: India's Emergency of 1975. A Classroom Simulation.
35p. 1mf. L1 ED 303 402

Leadership Indian Style: A Comparison of Kautilya's Advice with Akbar's Experience. Draft Copy.
37p. 1mf. L1 ED 303 403

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1.
94p. 1mf. L1 ED 303 271

Central Union for Child Welfare in Finland, Helsinki.

100 Years of Kindergartens in Finland.
17p. 1mf. L2 ED 303 238

Charleston County School District, SC. Office of Evaluation and Research.

Basic Skills Assessment Program, Spring 1987. Annual Report No. 87-24.
189p. 2mf. L1 ED 303 467

Cognitive Skills Assessment Battery Administered to First Grade and Kindergarten Pupils, Fall 1987. Annual Report No. 87-28.
80p. 1mf. L1 ED 303 468

Child Trends, Inc., Washington, DC.

Who Reads Literature? Survey Data on the Reading of Fiction, Poetry, and Drama by U.S. Adults during the 1980s.
92p. 1mf. L1 ED 302 812

Citizens for Missouri's Children, St. Louis.

Where's My Home? A Study of Missouri's Children in Out-of-Home Placement.
82p. 1mf. L1 ED 303 252

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City. Case 07-88.
166p. 2mf. L1 ED 303 342

City Univ. of New York, N.Y. City Coll.

Successful Schooling for the At-Risk Student: Conference Report and Recommendations.
21p. 1mf. L1 ED 303 560

City Univ. of New York, N.Y. Graduate School and Univ. Center.

School/College/Business Partnerships. Proceedings: The Conference of the University/Urban Schools National Task Force (10th, Santa Barbara, California, November 4-5, 1988).
93p. 1mf. L1 ED 303 539

City Univ. of New York, N.Y. Office of Urban Affairs.

CUNY/BOE Student Mentor Program: A Collaborative Program. Mentor Handbook.
41p. 1mf. L1 ED 302 759

Cleveland Foundation, Ohio.

Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983.
21p. 1mf. L1 ED 303 538

Cleveland Scholarship Programs, Inc., OH.

Retrospective Survey of Students Assisted by Cleveland Scholarship Programs, Inc., 1967-1983.
21p. 1mf. L1 ED 303 538

College Entrance Examination Board, New York, N.Y.

Predictors of Academic Achievement among Asian American and White Students. College Board Report No. 88-11.
18p. 1mf. L2 ED 303 555

College of William and Mary, Williamsburg, VA. Dept. of Anthropology.

Natural Disasters and Cultural Responses. Studies in Third World Societies. Publication Number Thirty-six.
260p. 3mf. L1 ED 303 394

Colorado State Dept. of Education, Denver.

Constitution: Experiencing Democracy. A Curriculum Guide for Elementary Schools.
534p. 6mf. L1 ED 303 405

2+2 Project Report 1987.
35p. 1mf. L1 ED 303 420

Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.

Constitution: Experiencing Democracy. A Curriculum Guide for Elementary Schools.
534p. 6mf. L1 ED 303 405

Commission on the Bicentennial of the United States Constitution, Washington, DC.

Constitution: Experiencing Democracy. A Curriculum Guide for Elementary Schools.
534p. 6mf. L1 ED 303 405

Communicating for Agriculture, Fergus Falls, MN.

CA Rural Knowledge Bowl Adds Action to Economics.
12p. 1mf. L1 ED 303 306

Conference of Small Private Colleges, Princeton, N.J.

Facilities Planning for Small Colleges.
220p. 3mf. L1 ED 302 903

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Defaults in the Federal Guaranteed Student Loan Programs. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. One Hundredth Congress. Second Session.
405p. 5mf. L1 ED 303 103

Equal Employment Opportunity Law Enforcement. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives. One Hundredth Congres, Second Session (Los Angeles, CA).
93p. 1mf. L1 ED 303 547

Hearing on H.R. 2246, Jobs for Employable Dependent Individuals "JEDI." Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.
43p. 1mf. L1 ED 303 551

Technology-Related Assistance for Individuals with Disabilities Act of 1988. Report. House of Representatives, 100th Congress, 2nd Session.
57p. 1mf. L1 ED 303 016

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

Child Support Enforcement Program. Hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, Second Session (February 23, 25; and March 2, 1988).
642p. 7mf. L1 ED 303 268

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Biology, Medicine, and the Bill of Rights. Special Report.
130p. 2mf. L1 ED 303 323

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Culturally Relevant Early Education Programs. Hearing on Oversight Hearing on Culturally Relevant Early Education Programs before the Select Committee on Indian Affairs. United States Senate, One Hundredth Congress, Second Session (November 24, 1987).
232p. 3mf. L1 ED 303 288

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

Commercialization of Children's Television. Hearings on H.R. 3288, H.R. 3966, and H.R. 4125: Bills To Require the FCC To Reinstate Restrictions on Advertising during Children's Television, To Enforce the Obligation of broadcasters To Meet the Educational Needs of the Child Audience, and for Other Purposes, before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress (September 15, 1987 and March 17, 1988).
354p. 4mf. L1 ED 303 136

Congress of the U.S., Washington, DC. House Select Committee on Hunger.

Poverty and Hunger in Hispanic America: The Inadequacy of Data for Policy Planning. Hearing before the Select Committee on Hunger. United States House of Representatives, One Hundredth Congress, Second Session (March 30, 1988).
179p. 2mf. L1 ED 303 294

Connecticut State Dept. of Education, Hartford.

High School Graduate Follow-Up Report, June 1987 Graduates.
65p. 1mf. L1 ED 303 532

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.

"Language Struggle" in South Africa: Emergence and Development in Educational Policy. 1987-1988 World Education Monograph Series, Number One.
26p. 1mf. L1 ED 303 028

Consumer Product Safety Commission, Washington, D.C.

Asbestos in the Home.
14p. 1mf. L1 ED 303 346

COOR Intermediate Board of Education, Roscommon, Mich.

Longitudinal Study of Retention in the C.O.O.R. ISD Area.
42p. 1mf. L1 ED 303 558

Council for Advancement and Support of Education, Washington, D.C.

Special Events: Planning for Success.
82p. 1mf. L2 ED 303 121

Council for Exceptional Children, Reston, Va.

Administrative Challenges in Early Intervention.
25p. 1mf. L1 ED 302 965

Defining the Infancy Specialization in Early Childhood Special Education.
17p. 1mf. L1 ED 302 970

Early Childhood Special Education: Birth to Three.
262p. 3mf. L1 ED 302 964

Early Intervention Public Policy: Past, Present, and Future.
17p. 1mf. L1 ED 302 973

Early Intervention Team Approaches: The Transdisciplinary Model.
21p. 1mf. L1 ED 302 971

Linking Screening, Identification, and Assessment with Curriculum.
39p. 1mf. L1 ED 302 966

Model Programs for Infants and Toddlers with Handicaps.
43p. 1mf. L1 ED 302 967

Parent Involvement in Early Childhood Special Education.
21p. 1mf. L1 ED 302 968

Preparing for Change: The Implementation of Public Law 99-457.
13p. 1mf. L1 ED 302 974

Program Evaluation: The Key to Quality Programming.
31p. 1mf. L1 ED 302 972

Staffing Patterns and Team Models in Infancy Programs.
19p. 1mf. L1 ED 302 969

Council of Chief State School Officers, Washington, D.C.

Recommendations for a Vocational Technical Education Act.
32p. 1mf. L2 ED 302 733

Council of Graduate Schools in the U.S., Washington, D.C.

University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.
77p. 1mf. L1 ED 303 100

Council of North Central Community and Junior Colleges.

State of Faculty Evaluation in Community, Technical, and Junior Colleges within the North Central Region, 1988-1989. A Research Study.
58p. 1mf. L1 ED 303 204

Council of Ontario Universities, Toronto.

Financial Report of Ontario Universities, 1987-88. Volume II--Affiliated and Federated Colleges and Universities.
269p. 3mf. L2 ED 303 119

(Continued)

(Continued)

Council of Ontario Universities, Toronto.

Financial Report of Ontario Universities, 1987-88. Volume III--Physical Plant Operating Expenses.
46p. 1mf. L2 ED 303 120

Financial Report of Ontario Universities, 1987-88. Volume I--Universities.
96p. 4mf. L2 ED 303 118

Council of State Administrators of Vocational Rehabilitation, Washington, D.C.

Connections: Vocational Rehabilitation Training Package for Transition to College Trainers Manual .
102p. 2mf. L1 ED 302 995

Covenant House, Charleston, WV.

"It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties.
77p. 1mf. L1 ED 303 283

Dade County Public Schools, Miami, Fla.

School-Based Management/Shared-Decision Making--a Pilot Program: A Historical Perspective.
278p. 3mf. L1 ED 302 933

Decision Resources Corp., Washington, DC.

Patterns in Special Education Service Delivery and Cost.
249p. 3mf. L1 ED 303 027

Delaware State Board for Vocational Education, Milford.

Occupational Task Analyses for the Development of Business Education Model Curricula with Emphasis on Banking and Financial Occupations. State Technical Committee Report.
31p. 1mf. L1 ED 302 736

Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.

Occupational Task Analyses for the Development of Business Education Model Curricula with Emphasis on Banking and Financial Occupations. State Technical Committee Report.
31p. 1mf. L1 ED 302 736

Delaware Univ., Newark.

Handbook for Teaching Assistants: The TA at U of D. Fourth Edition.
111p. 2mf. L1 ED 303 448

Department of Education, Washington, DC.

Direct Students in Instructing Other Students. Second Edition. Module C-4 of Category C--Instructional Execution. Professional Teacher Education Module Series.
28p. 1mf. L1 ED 302 689

Employ the Team Teaching Approach. Second Edition. Module C-19 of Category C--Instructional Execution. Professional Teacher Education Module Series.
32p. 1mf. L1 ED 302 649

Experience Art.
236p. 3mf. L1 ED 303 391

Guide to Working with Minority Language Students in Special Education.
39p. 1mf. L1 ED 302 990

Implementation Guide...for Performance-Based Teacher Education & Competency-Based Staff Development. Second Edition. Professional Teacher Education Module Series.
88p. 1mf. L1 ED 302 651

Improving Cognitive Skills of Hearing-Impaired College Students. Final Report.
70p. 1mf. L1 ED 302 993

Prepare for Students' Related Instruction. Second Edition. Module J-9 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.
40p. 1mf. L1 ED 302 650

Project Caribe, 1986-1987. OEA Evaluation Report.
48p. 1mf. L1 ED 303 050

San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report.
209p. 3mf. L1 ED 303 286

Department of Education, Washington, DC. Basic Skills Improvement Program.

Reading Effectiveness Program. Elementary Curriculum Guide.
244p. 3mf. L1 ED 302 814

Department of Health and Human Services, Washington, D.C.

Entrepreneurs in Academe: Exploration of Behaviors among Life Scientists. ASHE 1988 Annual Meeting Paper.
45p. 1mf. L1 ED 303 102

Department of Justice, Washington, D.C. Bureau of Justice Statistics.

Survey of Youth in Custody, 1987. Bureau of Justice Statistics Special Report.
13p. 1mf. L1 ED 302 740

Des Moines Public Schools, Iowa.

Integrating Computers and Electronic Technology into the Curriculum for Students with Multiple Handicaps.
78p. 1mf. L1 ED 303 017

Digital Equipment Corp., Maynard, Mass.

Planning Guide for Instructional Computing.
66p. 1mf. L1 ED 303 213

District of Columbia Public Schools, Washington, D.C.

Scientists in the Classroom. One School District's Experience with Science and Mathematics Volunteers in Elementary and Secondary Schools.
42p. mf. L3 ED 303 321

Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economy Div.

Nonmetro Elderly: Economic and Demographic Status.
46p. 1mf. L1 ED 303 296

Edna McConnell Clark Foundation, New York, N.Y.

Where's My Home? A Study of Missouri's Children in Out-of-Home Placement.
82p. 1mf. L1 ED 303 252

Education News Service, Sacramento, Calif.

Only the Best: The Discriminating Software Guide for Preschool-Grade 12. 1989 Edition.
129p. mf. L3 ED 303 141

Educational Inst. of Scotland, Edinburgh.

Academic Staff Secondment and Exchange between Colleges of Education and Schools.
87p. 1mf. L2 ED 303 300

Educational Research Service, Arlington, Va.

School Officials and the Courts: Update 1988. ERS Monograph.
51p. mf. L3 ED 302 946

Educational Resources Information Center (ED), Washington, DC.

Resources in Education (RIE). Volume 24, Number 6.
p. mf. L2 ED 302 624

Educational Service District 189, Mt. Vernon, Wash.

Retention/Promotion/Transition in the Early Grades: A Research Brief.
9p. 1mf. L1 ED 303 278

Educational Technology Center, Cambridge, MA.

"An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge.
37p. 1mf. L1 ED 303 366

"Pies Are Hard To Find Out about..." An Inquiry into Children's Understanding of the Nature of Fractions. Technical Report.
109p. 2mf. L1 ED 303 361

Can Models Foster Conceptual Change? The Case of Heat and Temperature. Technical Report.
158p. 2mf. L1 ED 303 365

Collaborative Research Goes to School: Guided Inquiry with Computers in Classrooms. Technical Report.
80p. 1mf. L1 ED 303 364

Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report.
14p. 1mf. L1 ED 303 374

Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions.
55p. 1mf. L1 ED 303 367

Doing Science: Constructing Scientific Theories as an Introduction to Scientific Method. Scientific Theory and Method Project (STAMPS). Technical Report.
93p. 1mf. L1 ED 303 362

Educational Technology Center Fifth Year Report.
134p. 2mf. L1 ED 303 373

Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report.
54p. 1mf. L1 ED 303 372

From Recitation to Construction: Teachers Change with New Technologies. Technical Report.
27p. 1mf. L1 ED 303 371

Metaphors for Understanding Graphs: What You See Is What You See.
30p. 1mf. L1 ED 303 369

Posing Problems: One Aspect of Bringing Inquiry into Classrooms. Draft.
42p. 1mf. L1 ED 303 368

Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report.
200p. 3mf. L1 ED 303 375

Talking about Teaching, by Writing: The Use of Computer-Based Conferencing for Collegial Exchange among Teachers. Technical Report.
116p. 2mf. L1 ED 303 363

Teaching That Connects Students' Inquiry with Curricular Agendas in Schools. Technical Report.
32p. 1mf. L1 ED 303 370

Understanding Equilibrium: The Study of Complex Systems. Final Project Report.
69p. 1mf. L1 ED 303 360

Educational Testing Service, Princeton, N.J.

Consumer's Guide to LOGIST and BILOG.
76p. 1mf. L1 ED 303 473

Modeling Item Responses When Different Subjects Employ Different Solution Strategies.
58p. 1mf. L1 ED 303 474

Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report.
194p. 3mf. L1 ED 303 353

Elgin Community Coll., Ill.

Community Forum: The First Step in Strategic Planning.
16p. 1mf. L1 ED 303 203

Environmental Protection Agency, Washington, D. C.

Asbestos in the Home.
14p. 1mf. L1 ED 303 346

Radon Reduction Methods: A Homeowner's Guide.
28p. 1mf. L1 ED 303 340

Environmental Protection Agency, Washington, D.C. Office of Public Affairs.

Glossary of Environmental Terms and Acronym List.
32p. 1mf. L1 ED 303 347

Environmental Protection Agency, Washington, D.C. Office of Toxic Substances.

Asbestos-in-Schools: A Guide to New Federal Requirements for Local Education Agencies.
47p. 1mf. L1 ED 303 345

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Change in Public Education: A Technological Perspective. Trends & Issues, Series Number 1.
32p. 1mf. L1 ED 302 940

Directory of Organizations in Educational Management. Eighth Edition.
51p. 1mf. L1 ED 302 941

Policy Analysis for School Districts. ERIC Digest Series Number EA30.
4p. 1mf. L1 ED 302 899

School District Management Audit. ERIC Digest Series Number EA31.
4p. 1mf. L1 ED 302 900

Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29.
4p. 1mf. L1 ED 302 898

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Administrative Challenges in Early Intervention.
25p. 1mf. L1 ED 302 965

Defining the Infancy Specialization in Early Childhood Special Education.
17p. 1mf. L1 ED 302 970

Early Childhood Special Education: Birth to Three.
262p. 3mf. L1 ED 302 964

Early Intervention Public Policy: Past, Present, and Future.
17p. 1mf. L1 ED 302 973

Early Intervention Team Approaches: The Transdisciplinary Model.
21p. 1mf. L1 ED 302 971

Linking Screening, Identification, and Assessment with Curriculum.
39p. 1mf. L1 ED 302 966

Model Programs for Infants and Toddlers with Handicaps.
43p. 1mf. L1 ED 302 967

Parent Involvement in Early Childhood Special Education.
21p. 1mf. L1 ED 302 968

Preparing for Change: The Implementation of Public Law 99-457.
13p. 1mf. L1 ED 302 974

Program Evaluation: The Key to Quality Programming.
31p. 1mf. L1 ED 302 972

Staffing Patterns and Team Models in Infancy Programs.
19p. 1mf. L1 ED 302 969

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Online Information Services for Secondary School Students: A Current Assessment. ERIC Digest.
3p. 1mf. L1 ED 303 175

Optical Disk Formats: A Briefing. ERIC Digest.
3p. 1mf. L1 ED 303 176

Technology Options for Libraries. ERIC Digest.
3p. 1mf. L1 ED 303 177

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Children's Writing in ESL. ERIC Digest.
3p. 1mf. L1 ED 303 046

ESL in Special Education. ERIC Digest.
3p. 1mf. L1 ED 303 044

ESL Program Administration in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 303 045

Language Policy and Planning. ERIC Digest.
48p. 1mf. L1 ED 303 051

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29.
4p. 1mf. L1 ED 302 898

ERIC Processing and Reference Facility, Rockville, MD.

Resources in Education (RIE). Volume 24, Number 6.
p. mf. L2 ED 302 624

Fairleigh Dickinson Univ., Teaneck, NY. Peter Sammartino Coll. of Education.

Delivering Academic Excellence to Culturally Diverse Populations (Language Development through Math/Science Activities). Conference Proceedings (Saddle Brook, New Jersey, December 7-8, 1984).
60p. 1mf. L1 ED 303 528

Federal City Council, Washington, DC.

Scientists in the Classroom. One School District's Experience with Science and Mathematics Volunteers in Elementary and Secondary Schools.
42p. mf. L3 ED 303 321

Ford Foundation, New York, N.Y.

Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182.
34p. 1mf. L2 ED 303 563

Crime on Campus: Institutional Tort Liability for the Criminal Acts of Third Parties.
25p. 1mf. L2 ED 303 061

Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174.
25p. 1mf. L2 ED 302 936

Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science: What Do We Know? A Report.
194p. 3mf. L1 ED 303 353

Foreign Policy Association, New York, N.Y.

Politics of International Sport: Games of Power. Headline Series No. 286.
76p. 1mf. L2 ED 303 395

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Mark Smith's Diary.
84p. 1mf. L1 ED 303 052

Foundation for Child and Youth Studies, Kensington (Australia).

Toddlers. Selected Papers Number 58.
24p. 1mf. L1 ED 303 236

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Educational Considerations, Spring 1986.
41p. 1mf. L1 ED 303 302

Further Education Unit, London (England).

Adult Unemployment and the Curriculum: A Manual for Practitioners. FEU/REPLAN Project Report.
64p. 1mf. L1 ED 302 727

Establishing a Personal Guidance Base in Two Colleges.
53p. 1mf. L1 ED 302 633

Information Technology and the Wasted Resource. IT and Under-Represented Learners.
49p. 1mf. L1 ED 302 644

G. Allen Roeher Inst., Toronto (Ontario).

Vulnerable: Sexual Abuse and People with an Intellectual Handicap.
128p. 2mf. L2 ED 302 975

Gallaudet Univ., Washington, DC.

Improving Cognitive Skills of Hearing-Impaired College Students. Final Report.
70p. 1mf. L1 ED 302 993

General Accounting Office, Washington, D.C. Div. of Human Resources.

GAO's Study of Overseas Department of Defense Dependents' Schools. Testimony: Statement of William J. Gainer, Associate Director, Human Resources Division before the Subcommittee on Military Personnel and Compensation Committee on Armed Services, House of Representatives.
12p. 1mf. L1 ED 302 904

Parental Leave: Estimated Cost of Revised Parental and Medical Leave Act Proposal. Report to the Chairman, Subcommittee on Children, Family, Drugs, and Alcoholism, Committee on Labor and Human Resources, U.S. Senate.
8p. 1mf. L1 ED 303 249

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

AIDS Education: Reaching Populations at Higher Risk. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
88p. 1mf. L1 ED 302 742

Homeless Mentally Ill: Problems and Options in Estimating Numbers and Trends. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
123p. 2mf. L1 ED 302 738

George Brown Coll., Toronto (Ontario).

Evaluation Manual for Community-Based Training Programs.
392p. 5mf. L1 ED 303 190

Georgetown Univ. Child Development Center, Washington, DC.

Family-Centered Health Care for Medically Fragile Children: Principles and Practices.
37p. 1mf. L1 ED 303 000

Healthy Young Children: A Manual for Programs.
346p. 4mf. L2 ED 303 264

Georgia Educational Leadership Academy.

Georgia Principals Identify Their Most Troublesome Administrative Problems: A 1988 Survey.
30p. 1mf. L1 ED 303 461

Georgia Superintendents Identify Their Most Troublesome Administrative Problems: A 1988 Survey.
27p. 1mf. L1 ED 303 460

Staff Development Coordinators Assess the Administrative Needs of Georgia's 186 Local School Systems: A 1988 Survey.
27p. 1mf. L1 ED 303 459

Georgia Govenor's Task Force on Adult Literacy, Atlanta.

Governor's Task Force on Adult Literacy.
28p. 1mf. L1 ED 302 625

Georgia State Dept of Education, Atlanta. Div. of Public Library Services.

Report of the Paperwork Reduction Task Force.
42p. 1mf. L1 ED 302 881

Georgia State Dept. of Education, Atlanta.

Georgia Psychoeducational Network Research Consortium. Final Report.
75p. 1mf. L1 ED 302 978

Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Governor's Task Force on Adult Literacy.
28p. 1mf. L1 ED 302 625

Georgia Univ., Athens. Dept. of Educational Administration.

Georgia Psychoeducational Network Research Consortium. Final Report.
75p. 1mf. L1 ED 302 978

Greensboro City Public Schools, N.C.

Increasing Minority Participation in the Greensboro Academically Gifted Program without Changing Entrance Criteria.
6p. 1mf. L1 ED 302 999

Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.

Granting Academic Credit for Vocational Education.
27p. 1mf. L1 ED 302 661

Vocational/Technical Education in Hawaii in Search of Excellence.
14p. 1mf. L1 ED 302 639

Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.

Student Retention: Catalyst for Institutional Change.
78p. 1mf. L1 ED 303 196

Studying Student Retention: The Requirements and Process of Retention Research.
41p. 1mf. L1 ED 303 210

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Family-Centered Health Care for Medically Fragile Children: Principles and Practices.
37p. 1mf. L1 ED 303 000

Healthy Young Children: A Manual for Programs.
346p. 4mf. L2 ED 303 264

Helsinki Univ., (Finland). Dept. of Teacher Education.

Integrating Information in Conceptual Models. Use of an Information Structure in Building Conceptual Models for Behavioural Studies. Research Bulletin 70.
70p. 1mf. L1 ED 303 454

Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.

Agricultural Production: Task Analyses. Competency-Based Education.
253p. 3mf. L1 ED 302 668

Agricultural Production: Task Analysis for Livestock Production. Competency-Based Education.
214p. 3mf. L1 ED 302 667

Industrial Arts Instructional Tasks/Competencies for Graphic Communications. Competency-Based Education.
219p. 3mf. L1 ED 302 669

Hewlett Foundation, Inc., Garden City, N.Y.

Administrator Training Program. A Model of Educational Leadership.
16p. 1mf. L1 ED 302 882

Higher Education Research Inst., Inc., Los Angeles, Calif.

American Freshman: National Norms for Fall 1988.
245p. 3mf. L2 ED 303 133

Highline Public Schools, Seattle, Wash.

Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Manual for Best Practices and Procedures.
25p. 1mf. L1 ED 303 005

Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Final Report.
102p. 2mf. L1 ED 303 006

Howard Community Coll., Columbia, MD. Office of Research and Planning.

Howard Community College Enrollment Projections: Fiscal Year 1989 and Fiscal Years 1990 through 1994. Research Report Number 55.
57p. 1mf. L1 ED 303 220

Report on the Results of the 1988 Survey of Former Biomedical Engineering Technology Students. Research Report Number 56.
13p. 1mf. L1 ED 303 221

Human Sciences Research Council, Pretoria (South Africa).

Empirical Comparison of a Direct and an Indirect Method of Assessing Writing Proficiency.
62p. 1mf. L1 ED 303 519

Illinois Central Coll. East Peoria.

QUEST: A Model Transfer Program and Evaluation of QUEST Program.
104p. 2mf. L1 ED 303 209

Illinois Community Coll. Board, Springfield.

Report on Community College Program Review, Fiscal Year 1988. Agenda Item #10.
12p. 1mf. L1 ED 303 195

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8.
38p. 1mf. L1 ED 302 889

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

Annotated Bibliography on Transition from School to Work. Volume 3.
284p. 3mf. L1 ED 303 026

Project Directors' Annual Meeting Conference Proceedings (3rd, Washington, D.C., December 10-11, 1987).
134p. 2mf. L1 ED 303 003

Illinois Univ., Urbana. Center for the Study of Reading.

Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
15p. 1mf. L1 ED 302 821

Context and the Development of Metaphor Comprehension. Technical Report No. 444.
16p. 1mf. L1 ED 302 824

From Present to Future: Beyond "Becoming a Nation of Readers." Technical Report No. 443.
22p. 1mf. L1 ED 302 823

Learning To Read in Japan. Technical Report No. 449.
25p. 1mf. L1 ED 302 828

Morphological Families in the Internal Lexicon. Technical Report No. 450.
36p. 1mf. L1 ED 302 829

Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820

Preschool Children's Reading and Writing Awareness. Technical Report No. 442.
23p. 1mf. L1 ED 302 822

Reading Comprehension Research: A Selected Review. Technical Report No. 448.
30p. 1mf. L1 ED 302 827

Verbal Reports of Thinking and Multiple-Choice Critical Thinking Test Design. Technical Report No. 447.
33p. 1mf. L1 ED 302 826

Verbal Reports of Thinking as Data for Validating Multiple-Choice Tests. Technical Report No. 445.
22p. 1mf. L1 ED 302 825

Illinois Univ., Urbana. Dept. of Computer Science.

Interdependencies of Theory Formation, Revision, and Experimentation.
26p. 1mf. L1 ED 303 524

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Evaluative Directory to Producers and Distributors of Unabridged Books on Cassette Tape. Occasional Papers Number 184.
40p. 1mf. L2 ED 303 167

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.

Reading Effectiveness Program. Elementary Curriculum Guide.
244p. 3mf. L1 ED 302 814

Indiana State Univ., Terre Haute. Professional School Services.

Examination of Teachers Teaching Teachers. Staff Development Model in Southeast Dubois County.
42p. 1mf. L1 ED 302 878

Industry-Education Council of California, Burlingame.

Business Education Tests for Selected Office Occupations.
200p. 3mf. L1 ED 302 717

Developing an Industry Base for Office Education Programs.
212p. 3mf. L1 ED 302 719

Information Associates, Rochester, NY.

Planning Guide for Instructional Computing.
66p. 1mf. L1 ED 303 213

Institute of Applied Research, St. Louis, MO.

Where's My Home? A Study of Missouri's Children in Out-of-Home Placement.
82p. 1mf. L1 ED 303 252

Institute of Education (Singapore).

Attitude towards Responsibility and Teacher Locus of Control: Predicting Teacher Stress and Attitudes. Research Paper ERU-2-88.
23p. 1mf. L2 ED 303 522

Teacher Locus of Control: A Study of Its Reliability and Validity by Discriminant Analysis. Research Paper ERU-3-88.
17p. 1mf. L2 ED 303 521

Institute of International Education, New York, N.Y.

Open Doors: 1987/88. Report on International Educational Exchange.
189p. 2mf. L1 ED 303 117

International Business Machines Corp., New York, N.Y.

Planning Guide for Instructional Computing.
66p. 1mf. L1 ED 303 213

International Potato Center, Lima (Peru).

Evaluation Manual for CIP Courses: Objectives and Implementation Procedures.
54p. 1mf. L1 ED 303 482

International Reading Association, Newark, Del.

You Can Help Your Young Child with Writing.
17p. 1mf. L1 ED 302 846

International Technology Education Association, Reston, VA.

Technology: A National Imperative.
30p. 1mf. L2 ED 302 665

International Work Group for Indigenous Affairs, Copenhagen (Denmark).

Aripuana Park and the Polonoroeste Programme. IWGIA Document No. 59.
113p. 2mf. L1 ED 303 285

Iowa State Dept. of Education, Des Moines.

Integrating Computers and Electronic Technology into the Curriculum for Students with Multiple Handicaps.
78p. 1mf. L1 ED 303 017

Iowa State Historical Dept., Iowa City.

From Iowa to the White House.
31p. 1mf. L1 ED 303 407

Jefferson Community Coll., Watertown, N.Y.

F. Y. I. Institutional Research Reports Numbers 1-6.
41p. 1mf. L1 ED 303 231

John C. Calhoun State Community Coll., Decatur, AL.

Calhoun Community College 1989 Fact Book.
75p. 1mf. L1 ED 303 201

John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8.
38p. 1mf. L1 ED 302 889

Josiah Macy, Jr. Foundation, New York, N.Y.

Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
15p. 1mf. L1 ED 302 821

Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820

Kansas State Dept. of Education, Topeka. Div. of Community Colleges and Vocational Education.

Vocational Training for Economic Development: A Report on the Business/Industry Relationships with the Kansas Community Colleges and Area Vocational-Technical Schools, 1987-88 Academic Year.
64p. 1mf. L1 ED 303 228

Kansas State Univ., Manhattan. Coll. of Education.

Educational Considerations, Spring 1986.
41p. 1mf. L1 ED 303 302

Kentucky Office of the Governor, Frankfort.

Q.A.: Improving Kentucky Schools: A Conversation with Governor Wallace G. Wilkinson.
37p. 1mf. L1 ED 303 308

Kentucky State Dept. of Education, Frankfort.

Handbook for Short-Term Training.
83p. 1mf. L1 ED 302 657

Health Program Entrant's Math/Reading/Success Review.
36p. 1mf. L1 ED 302 655

Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

Entrepreneurship Education Instructor's Manual. Competency-Based Education.
318p. 4mf. L1 ED 302 654

Kentucky's Automotive Certification Program.
15p. 1mf. L1 ED 302 653

Math Exit Competencies Handbook for Selected Kentucky Postsecondary Industrial Education Programs: Air Conditioning, Autobody, Automechanics, Carpentry, Drafting, Electricity, Electronics, Graphic Arts, Machine Shop, Masonry, Welding.
227p. 3mf. L1 ED 302 656

Needs Assessment of Hospitality/Tourism Industry in Kentucky.
103p. 2mf. L1 ED 302 652

Kentucky Univ., Lexington. Coll. of Education.

Entrepreneurship Education Instructor's Manual. Competency-Based Education.
318p. 4mf. L1 ED 302 654

Labette Community Coll., Parsons, KS.

Labette Community College: Analysis of Alumni Survey Results for 1987 and 1988 Graduates.
37p. 1mf. L1 ED 303 215

Study of Interests in Academic, Technical and Extracurricular College Programs by High School Juniors and Seniors.
64p. 1mf. L1 ED 303 211

LaGuardia Community Coll., Long Island City, NY. International High School.

After Three Years: A Status Report on the International High School at LaGuardia Community College.
25p. 1mf. L1 ED 303 216

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Les Enjeux juridiques et socio-politiques des conflits linguistiques: le cas de l'Ontario (The Legal and Sociopolitical Stakes of Language Conflicts: The Case of Ontario). Publication G-10.
164p. 2mf. L1 ED 303 041

League for Innovation in the Community Coll., Laguna Hills, CA.

Planning Guide for Instructional Computing.
66p. 1mf. L1 ED 303 213

Library of Congress, Washington, D.C.

Japanese Children's Books at the Library of Congress: A Bibliography of Books from the Postwar Years, 1946-1985.
60p. 1mf. L1 ED 303 380

Microcomputers. LC Science Tracer Bullet.
17p. 1mf. L1 ED 303 173

Optical Disk Technology. A Brief Guide to Materials in the Library of Congress. LC Science Tracer Bullet.
11p. 1mf. L1 ED 303 174

Library of Congress, Washington, D.C. National Referral Center for Science and Technology.

Science Fair Projects. LC Science Tracer Bullet.
16p. 1mf. L1 ED 303 339

Literacy Assistance Center, New York, NY.

Starting Over: Characteristics of Adult Literacy Learners.
112p. 2mf. L1 ED 302 723

Littlejohn (Roy) Associates, Inc., Washington, D.C.

Impact Evaluation of the Resource Access Projects, 1986-1987.
198p. 3mf. L1 ED 303 021

Impact Evaluation of the Resource Access Projects, 1983-1984.
209p. 3mf. L1 ED 303 020

London Univ. (England). Centre for Vocational Studies.

Curriculum and Democracy: Lessons from a Critique of the "New Sociology of Education." Occasional Paper No. 5.
21p. 1mf. L1 ED 302 920

Louisiana State Dept. of Education, Baton Rouge.

Lafourche Parish Coastal Zone Curriculum Resource Unit. Bulletin 1834.
190p. 2mf. L1 ED 303 317

Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833.
80p. 1mf. L1 ED 303 324

Louisiana State Univ., Baton Rouge. Center for Wetland Resources.

Lafourche Parish Coastal Zone Curriculum Resource Unit. Bulletin 1834.
190p. 2mf. L1 ED 303 317

Resource Guide for Environmental and Marine Science Teachers. Bulletin 1833.
80p. 1mf. L1 ED 303 324

Louisiana State Univ., Baton Rouge. Dept. of Agriculture, Extension, and International Education.

Summaries of Research and Development Activities in Agricultural Education in the United States of America 1985-1986.
182p. 2mf. L1 ED 302 666

Louisville Univ., Ky. Dept. of Occupational and Career Education.

Health Program Entrant's Math/Reading/Success Review.
36p. 1mf. L1 ED 302 655

(Continued)

(Continued)

Louisville Univ., Ky. Dept. of Occupational and Career Education.
Math Exit Competencies Handbook for Selected Kentucky Postsecondary Industrial Education Programs: Air Conditioning, Autobody, Automechanics, Carpentry, Drafting, Electricity, Electronics, Graphic Arts, Machine Shop, Masonry, Welding.
227p. 3mf. L1 ED 302 656

Lund Univ. (Sweden).
Psychological Mechanisms in Children with Deficient Empathy and Sympathy.
9p. 1mf. L1 ED 302 864

Manitoba Dept. of Education, Winnipeg. Multiculture Education Resource Centre.
Multicultural Resources for Literature. Grade One to Grade Six. Grade Seven to Grade Twelve.
33p. 1mf. L1 ED 303 292

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.
Falcon Beach School Closure Review. Research 87-01.
62p. 1mf. L1 ED 303 291
National Grad Survey (University) 1984. #86-02.
35p. 1mf. L1 ED 303 130

Manpower Services Commission, London (England).
Progression into Engineering. Building Bridges between Education, Training and Employment.
190p. 2mf. L1 ED 302 663
Progression into Engineering. Building Bridges between Education, Training and Employment.
36p. 1mf. L1 ED 302 662

Maryland State Board for Community Colleges, Annapolis.
Maryland Community Colleges Databook, January 1989.
182p. 2mf. L1 ED 303 227

Maryland State Commission for Women, Baltimore.
Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987.
325p. 4mf. L1 ED 303 385

Maryland State Dept. of Education, Baltimore.
Making a Difference: Maryland Women and Social Reform. Maryland Women's History Resource Packet, 1987.
325p. 4mf. L1 ED 303 385

Maryland Univ., College Park. Counseling Center.
Construct and Congruent Validity of the Noncognitive Questionnaire (NCQ). Research Report No. 6-88.
23p. 1mf. L1 ED 303 479
Factor Structure of the Non-Cognitive Questionnaire-Revised across Samples of Black and White College Students. Research Report No. 13-88.
26p. 1mf. L1 ED 303 483
Predicting Success of Pharmacy Students Using Traditional and Nontraditional Measures by Race. Research Report No. 7-88.
16p. 1mf. L1 ED 303 484
Profile of Incoming Freshmen at the University of Maryland College Park, 1988-1989. Research Report #14-88.
11p. 1mf. L1 ED 303 122
University Counseling Center Trainees' Perceptions of Their Training Experience. Research Report No. 8-88.
20p. 1mf. L1 ED 303 480

Massachusetts Advocacy Center, Boston.
Way Out: Student Exclusion Practices in Boston Middle Schools. A Report by the Massachusetts Advocacy Center.
124p. 2mf. L1 ED 303 529

Massachusetts State Board of Education, Boston.
Making Teaching a Major Profession. Recommendations of the Joint Task Force on Teacher Preparation.
25p. 1mf. L1 ED 303 419

Massachusetts State Board of Regents of Higher Education, Boston.
Making Teaching a Major Profession. Recommendations of the Joint Task Force on Teacher Preparation.
25p. 1mf. L1 ED 303 419

Massachusetts State Dept. of Education, Boston.
Adult Education Report.
104p. 2mf. L1 ED 302 726

Massachusetts State Dept. of Public Health, Boston.
Healthy Young Children: A Manual for Programs.
346p. 4mf. L2 ED 303 264

Massachusetts Univ., Amherst. Scientific Reasoning Research Inst.
Learning via Model Construction and Criticism: Protocol Evidence on Sources of Creativity in Science.
99p. 2mf. L1 ED 303 357
Understanding Students' Beliefs about Probability.
30p. 1mf. L1 ED 303 358

Mathematics Education Trust, Reston, VA.
Mathematics and Your Horse.
40p. mf. L3 ED 303 354

McKnight Foundation, Minneapolis, MN.
Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children.
69p. 1mf. L1 ED 303 243

MDC, Inc., Chapel Hill, N.C.
Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System.
38p. 1mf. L1 ED 303 202

Memphis State Univ., Tenn.
Developing Performance Standards for Selected ETS Specialty Area Tests Used as a Basis for Initial Teacher Certification Endorsement in Arkansas.
22p. 1mf. L1 ED 303 485

Merrimack Education Center, Chelmsford, Mass.
Adult Education and Technology Project Report 1987-1988.
26p. 1mf. L1 ED 302 725
Adult Education Report.
104p. 2mf. L1 ED 302 726

Michigan State Board of Social Services, Detroit.
Program Description for the Phoenix Reception and Assessment Center.
14p. 1mf. L1 ED 302 791

Michigan State Univ., East Lansing. Coll. of Education.
Effectiveness Indicators for Positive Integration of POHI (Physically and Other Health Impaired) Students.
41p. 1mf. L1 ED 303 001

Michigan Univ., Ann Arbor. Office of Minority Affairs.
Black Students in Higher Education: Correlates of Access, Adjustment and Achievement. ASHE 1988 Annual Meeting Paper.
30p. 1mf. L1 ED 303 089

Mid-Atlantic Consortium for Community Education, Charlottesville, VA.
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators.
51p. 1mf. L1 ED 302 906

Mid-York Library System, Utica, NY.
Literacy: The Key to Success. A Literacy Handbook, 2nd Edition.
25p. 1mf. L1 ED 303 180

Midwest Research Inst., Kansas City, Mo.
Remarks on Successful Economic Development Programs in Rural Areas.
7p. 1mf. L1 ED 303 307

Mindscape, Inc., Northbrook, IL.
Students at Risk: How Computers and Software Can Help.
5p. 1mf. L1 ED 303 135

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
Summary of the Minnesota Case Management Study. Brief Report #88-2.
46p. 1mf. L1 ED 302 989

Minnesota Univ., Minneapolis. Affiliated Program on Developmental Disabilities.
Summary of the Minnesota Case Management Study. Brief Report #88-2.
46p. 1mf. L1 ED 302 989

Minnesota Youth Coordinating Board, Minneapolis.
Way To Grow: A Proposed Plan To Promote School Readiness of Minneapolis Children.
69p. 1mf. L1 ED 303 243

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
Child Care. Exemplary Prevocational Programs for the Educable Mentally Retarded in Mississippi. PVO Unit XI--Miniunits 1-9.
83p. 1mf. L1 ED 302 720
Geriatrics. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XII--Miniunits 1-14.
122p. 2mf. L1 ED 302 721
Sewing. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XIII--Miniunits 1-10.
94p. 1mf. L1 ED 302 722

Mississippi State Dept. of Education, Jackson.
Evaluating Social Competency Development of Kindergarten Students.
12p. 1mf. L1 ED 303 515

Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
School District Variables as Predictors of Mathematics Achievement.
27p. 1mf. L1 ED 303 497

Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Child Care. Exemplary Prevocational Programs for the Educable Mentally Retarded in Mississippi. PVO Unit XI--Miniunits 1-9.
83p. 1mf. L1 ED 302 720
Geriatrics. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XII--Miniunits 1-14.
122p. 2mf. L1 ED 302 721
Sewing. Exemplary Prevocational Programs for the Handicapped in Mississippi. PVO Unit XIII--Miniunits 1-10.
94p. 1mf. L1 ED 302 722

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Parents as Teachers: Beginning at the Beginning.
5p. 1mf. L2 ED 303 254

Missouri State Dept. of Mental Health, Jefferson City.
Where's My Home? A Study of Missouri's Children in Out-of-Home Placement.
82p. 1mf. L1 ED 303 252

Missouri State Dept. of Social Services, Jefferson City.
Where's My Home? A Study of Missouri's Children in Out-of-Home Placement.
82p. 1mf. L1 ED 303 252

Missouri Univ., Columbia. Coll. of Education.
Analysis of Language Transactions within the Storybook Reading Environment in Selected Out-of-Home Childcare Centers.
61p. 1mf. L1 ED 302 816

Missouri Univ., St. Louis. Parents as Teachers National Center.
Parents as Teachers: Beginning at the Beginning.
5p. 1mf. L2 ED 303 254

Montreal Univ. (Quebec).
Le Developpement du francais oral soutenu par l'analyse du langage, 3e-6e annee (The Development of Sustained Oral French through Language Analysis, Grades 3-6). Serie: Le Francais a l'ecole primaire. Documentation pedagogique numero 9.
131p. 2mf. L2 ED 303 042
Pour un contenu linguistique en oral au 2e cycle du primaire (Toward a Linguistic Oral Content in the Second Cycle of Primary School). Serie: Le Francais a l'ecole primaire. Recherches et essais, numero 11.
61p. 1mf. L2 ED 303 043

Mott (C.S.) Foundation, Flint, Mich.
Effective Schools: A Guide for School Boards, Central Office Administrators, Principals, Teachers, Parents, and Community Educators.
51p. 1mf. L1 ED 302 906
Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174.
25p. 1mf. L2 ED 302 936

Mount San Antonio Coll., Walnut, Calif.
Mt. San Antonio College Matriculation Study: Preliminary Findings, Fall 1986-Spring 1988.
24p. 1mf. L1 ED 303 207
Waiver Study, Fall 1987-Spring 1988. Focus Study, Mt. San Antonio College.
26p. 1mf. L1 ED 303 208

Murray State Univ., Ky.
Handbook for Short-Term Training.
83p. 1mf. L1 ED 302 657

National Academy of Sciences - National Research Council, Washington, DC. Board on Agriculture.
Improving Research through Peer Review.
43p. 1mf. L1 ED 303 344

National Assembly of National Voluntary Health and Social Welfare Organizations, New York, N.Y.
Energy Management for Human Service Agencies. Second Edition.
346p. 4mf. L1 ED 302 880

National Association for the Education of Young Children, Washington, D.C.
Great Place to Work: Improving Conditions for Staff in Young Children's Programs.
83p. 1mf. L1 ED 303 265
Healthy Young Children: A Manual for Programs.
346p. 4mf. L2 ED 303 264

National Association of Coll. and Univ. Attorneys, Washington, D.C.
Crime on Campus: Institutional Tort Liability for the Criminal Acts of Third Parties.
25p. 1mf. L2 ED 303 061
Sexual Harassment on Campus: A Legal Compendium.
193p. 3mf. L2 ED 303 059

National Association of Secondary School Principals, Reston, Va.
Dropout Prevention Strategies.
8p. 1mf. L2 ED 302 897

National Association of State Boards of Education, Alexandria, VA.
Joining Forces: Linking the Education and Social Welfare Systems To Help At-Risk Children and Youth.
7p. 1mf. L1 ED 302 917

National Association of State Directors of Special Education, Washington, D.C.
Report on Year 1 Activities under Part H--The Handicapped Infant and Toddlers Program.
29p. 1mf. L1 ED 302 988

National Association of Student Financial Aid Administrators, Washington, D.C.
Guaranteed Student Loan Default Information. NASFAA Federal Monitor, No. 166.
202p. 3mf. L1 ED 303 056
Loan Counseling: Requirements and Good Practice. NASFAA Monograph Series Number VI.
69p. 1mf. L1 ED 303 055
NASFAA Annotated Bibliography of Literature on Student Financial Aid: 1977-1985.
112p. 2mf. L1 ED 303 054
Professional Judgment in Need Analysis. NASFAA Monograph Series Number VII.
43p. 1mf. L1 ED 303 057
Study Assistance in Ten European Countries: Overview and Conceptual Framework.
86p. 1mf. L1 ED 303 053

National Association of Student Personnel Administrators, Inc.
Student Outcomes Assessment Survey 1987-88. ASHE 1988 Annual Meeting Paper.
39p. 1mf. L1 ED 303 084

National Catholic Educational Association, Washington, D.C.
Small Catholic Elementary School: Advantages and Opportunities.
126p. 2mf. L1 ED 303 290

National Center for Education Statistics (ED), Washington, DC.
Moonlighting among Public School Teachers. Survey Report.
51p. 1mf. L1 ED 303 456

National Center for Health Services Research and Health Care Technology Assessment (DHHS/PHS), Rockville, MD.
HIV-Related Illnesses: Topics for Health Services Research.
14p. 1mf. L1 ED 302 739

National Center for Postsecondary Governance and Finance, Tempe, AZ.
Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper.
33p. 1mf. L1 ED 303 076

National Center for Research on Teacher Education, East Lansing, MI.
Teacher Education and Learning To Teach: A Research Agenda. Issue Paper 88-7.
24p. 1mf. L1 ED 303 426

National Center on Education and Employment, New York, NY.
Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2.
70p. 1mf. L1 ED 302 688
New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1.
33p. 1mf. L1 ED 302 687
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6.
56p. 1mf. L1 ED 302 686

National Center on Effective Secondary Schools, Madison, WI.
Adolescent Responsibility, Parent-Child Relations, and School Performance.
34p. 1mf. L1 ED 303 253
Conceptualizing Teacher Engagement.
46p. 1mf. L1 ED 303 437
Facilitating Teacher Engagement.
49p. 1mf. L1 ED 303 438
High School Order and Academic Achievement.
43p. 1mf. L1 ED 303 434
Instruction and the Effects of Schooling.
38p. 1mf. L1 ED 303 435
Organizational Context of Higher Order Thinking.
39p. 1mf. L1 ED 303 436
Sources of Workers' Subcultures in Organization: A Case Study of a Public School Faculty.
26p. 1mf. L1 ED 303 433
State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools.
50p. 1mf. L1 ED 303 432

National Commission for Employment Policy (DOL), Washington, D.C.
Thirteenth Annual Report of the National Commission for Employment Policy to the President and the Congress of the United States. Including Findings and Recommendations on U.S. Employment in an International Economy, Patterns of Participation in Job Training Partnership Programs, Providing Intervention Assistance for Youth At-Risk. Report No. 25.
35p. 1mf. L1 ED 302 683

National Commission on Working Women, Washington, D.C.
Growing Up in Prime Time. An Analysis of Adolescent Girls on Television.
32p. 1mf. L2 ED 303 152
Picture Improves: A Look at the 1984 Television Season. An Analysis of Female TV Characters on Programs Premiering in 1984.
16p. 1mf. L2 ED 303 147
Prime Time Women. An Analysis of Older Women on Entertainment Television.
30p. 1mf. L2 ED 303 148
Status of Women in the Broadcasting Industry Today. Proceedings of a Sympoisum (Washington, D.C., December 5, 1984).
22p. 1mf. L2 ED 303 149
Trouble on the Set. An Analysis of Female Characters on 1985 Television Programs.
18p. 1mf. L2 ED 303 150
What's Wrong with This Picture? A Look at Working Women on Television.
25p. 1mf. L2 ED 303 146
Women Out of View. An Analysis of Female Characters on 1987-88 TV Programs.
30p. 1mf. L2 ED 303 151

National Committee for Citizens in Education, Columbia, Md.
School Based Improvement and Effective Schools: A Perfect Match for Bottom-Up Reform. An ACCESS Printout.
79p. 1mf. L1 ED 302 884

National Conference of State Legislatures, Denver, CO.
Legal Dispositions and Confinement Policies for Delinquent Youth. State Legislative Report, Vol 13, No. 23.
17p. 1mf. L1 ED 302 788

National Endowment for the Arts, Washington, D.C.
Who Reads Literature? Survey Data on the Reading of Fiction, Poetry, and Drama by U.S. Adults during the 1980s.
92p. 1mf. L1 ED 302 812

National Endowment for the Humanities (NFAH), Washington, D.C.
Humanities in America. A Report to the President, the Congress, and the American People.
49p. 1mf. L1 ED 303 408

National Heart and Lung Inst. (DHHS/NIH), Bethesda, MD.
Community Guide to Cholesterol Resources.
30p. 1mf. L1 ED 303 430

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.
Blood Cholesterol Measurement in Clinical Laboratories in the United States. Current Status. A Report from the Laboratory Standardization Panel of the National Cholesterol Education Program.
32p. 1mf. L1 ED 303 442
Detection, Evaluation, and Treatment of High Blood Pressure. Report of the Committee.
64p. 1mf. L1 ED 303 441
High Blood Cholesterol in Adults. Report of the Expert Panel on Detection, Evaluation, and Treatment.
92p. 1mf. L1 ED 303 440

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Non-Custodial Parent's Report of Child Support Payments.
21p. 1mf. L1 ED 302 786

National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
Race and Geographical Mobility in the United States, 1940-1980.
32p. 1mf. L2 ED 303 533

National Inst. of Education (ED), Washington, DC.
"Pies Are Hard To Find Out about..." An Inquiry into Children's Understanding of the Nature of Fractions. Technical Report.
109p. 2mf. L1 ED 303 361
"Talks with Teachers": A Preliminary Analysis.
38p. 1mf. L1 ED 303 418
Doing Science: Constructing Scientific Theories as an Introduction to Scientific Method. Scientific Theory and Method Project (STAMPS). Technical Report.
93p. 1mf. L1 ED 303 362
Understanding Equilibrium: The Study of Complex Systems. Final Project Report.
69p. 1mf. L1 ED 303 360

National Inst. of Mental Health (DHHS), Rockville, Md.
Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

National Inst. of Mental Health (DHHS), Rockville, MD.
Mental Health, United States, 1987.
295p. 4mf. L1 ED 302 741
Prevention and Control of Stress among Emergency Workers: A Pamphlet for Workers.
14p. 1mf. L1 ED 302 764
Suicide. Useful Information.
35p. 1mf. L1 ED 302 763
Translating Empirical Findings into an Intervention for Children of Divorce.
16p. 1mf. L1 ED 302 744

National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Family-Centered Health Care for Medically Fragile Children: Principles and Practices.
37p. 1mf. L1 ED 303 000

National Middle School Association, Columbus, OH.
Tobacco Use Behavior in Grades 5-12.
22p. 1mf. L2 ED 302 948

National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts.
479p. 5mf. L1 ED 302 648

National Park Service (Dept. of Interior), Washington, D.C.
Access Guide to South Carolina State Parks for People with Special Needs.
49p. 1mf. L1 ED 302 983
Design Guidelines: Study of Handicapped Accessibility in South Carolina State Parks.
131p. 2mf. L1 ED 302 984

National School Boards Association, Alexandria, VA.
First Teachers: Parental Involvement in the Public Schools.
57p. 1mf. L2 ED 302 883
School Productivity, Class Size, and Choice.
5p. 1mf. L2 ED 302 905

National School Boards Association, Alexandria, VA. Council of School Attorneys.
Fighting Drugs in the Schools: A Legal Manual.
143p. 2mf. L2 ED 302 916

National Science Foundation, Washington, D.C.
Assessing the Impact of Planned Social Change. Occasional Paper Series, #8.
74p. 1mf. L1 ED 303 512
Curriculum Reformulation: Incorporating Technology into Science Instruction.
53p. 1mf. L1 ED 303 352
Potpourri of Pascal Programs.
37p. 1mf. L1 ED 303 359
University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.
77p. 1mf. L1 ED 303 100
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6.
56p. 1mf. L1 ED 302 686

National Science Resources Center, Washington, DC.
Science for Children. Resources for Teachers.
194p. 3mf. L2 ED 303 320

National Science Supervisors Association, Washington, D.C.
Third Sourcebook for Science Supervisors.
194p. 3mf. L2 ED 303 319

National Science Teachers Association, Washington, D.C.
Science for the Fun of It. A Guide to Informal Science Education.
137p. 2mf. L2 ED 303 318
Third Sourcebook for Science Supervisors.
194p. 3mf. L2 ED 303 319

National Swedish Board of Education, Stockholm.
Psychological Mechanisms in Children with Deficient Empathy and Sympathy.
9p. 1mf. L1 ED 302 864

Navy Personnel Research and Development Center, San Diego, Calif.
Computer-Based and Paper-Based Measurement of Semantic Knowledge.
34p. 1mf. L1 ED 303 518

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
Keyboarding Curriculum Guide.
138p. 2mf. L2 ED 302 716

Nebraska Univ., Lincoln.
Keyboarding Curriculum Guide.
138p. 2mf. L2 ED 302 716

Nevada Univ. System, Reno.
University of Nevada System Enrollment Report Fall 1988.
20p. 1mf. L1 ED 303 111

New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.
Graduate Placement Report Annual Summary, 1988. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute.
19p. 1mf. L1 ED 303 222

New Jersey State Dept. of Education, Trenton.
What We See: A Department of Education's View of a State-Sponsored Urban School Improvement Initiative.
28p. 1mf. L1 ED 303 562

New Mexico State Dept. of Education, Santa Fe. Evaluation, Testing, and Data Management Unit.
New Mexico Dropout Study, 1986-87 School Year.
23p. 1mf. L1 ED 303 289

New Mexico State Univ., Las Cruces.
San Elizario Bilingual Learning Community: An Application of Technology to Reading/Writing/Mathematics/Computer Literacy. Fourth Year Evaluation Report.
209p. 3mf. L1 ED 303 286

New York City Board of Education, Bronx, N.Y.
CUNY/BOE Student Mentor Program: A Collaborative Program. Mentor Handbook.
41p. 1mf. L1 ED 302 759

New York City Board of Education, Brooklyn. Office of Educational Assessment.
Project Caribe, 1986-1987. OEA Evaluation Report.
48p. 1mf. L1 ED 303 050

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Bright Beginnings: Summer Kindergarten.
106p. 2mf. L2 ED 303 256
Eighth Grade Earth Science Curriculum Guide. Part 1.
330p. 4mf. L2 ED 303 355
Essential Learning Outcomes: Communication Arts.
70p. 1mf. L2 ED 302 813
Essential Learning Outcomes: Mathematics.
150p. 2mf. L2 ED 303 356
I Can Speak French.
228p. 3mf. L2 ED 303 047
I Can Speak Italian.
182p. 2mf. L2 ED 303 049
I Can Speak Spanish.
195p. 3mf. L2 ED 303 048

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Follow-Up Study of the 1982-83 Promotional Gates Students. OEA Evaluation Report.
50p. 1mf. L1 ED 303 556

New York City Office of the Mayor, N.Y.
Starting Over: Characteristics of Adult Literacy Learners.
112p. 2mf. L1 ED 302 723

New York Community Trust, N.Y.
"It Ain't Much, but It's All I Got." The Rural Homelessness Project: A Study of Living Conditions in Two Rural West Virginia Counties.
77p. 1mf. L1 ED 303 283

New York State Council of School Superintendents, Albany.
From Recommendations to Reality. A Paper on School Reform Issues.
30p. 1mf. L1 ED 302 910

New York State Developmental Disabilities Planning Council.
Preschool Puzzle: A Study of Early Intervention Programs and Services.
94p. 1mf. L1 ED 302 991

New York State Education Dept., Albany.
Focus on the Middle Elementary Grades: A Continuation Project To Promote Quality Mathematics Instruction in Nonpublic Religiously-Oriented Schools in New York City. Case 07-88.
166p. 2mf. L1 ED 303 342
New York, The State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statewide Profile of the Educational System. 1986-87 .
136p. 2mf. L1 ED 303 548
New York, The State of Learning: Statewide Profile of the Educational System. Statistical Profiles of Public School Districts. 1987-88 .
237p. 3mf. L1 ED 303 549
Successful Schooling for the At-Risk Student: Conference Report and Recommendations.
21p. 1mf. L1 ED 303 560
Time for Assertive Action: School Strategies for Promoting the Education Success of At-Risk Children. Report of the Commissioner's Task Force on the Education of Children and Youth At-Risk.
35p. 1mf. L1 ED 303 534

New York State Education Dept., Albany. Office of the Professions.
Professional Engineering Handbook.
125p. 2mf. L1 ED 303 343
Social Work Handbook.
73p. 1mf. L1 ED 302 743

New York State Education Dept., Albany. State Archives and Records Administration.
Strategic Plan for Managing and Preserving Electronic Records in New York State Government: Final Report of the Special Media Records Project.
44p. 1mf. L1 ED 303 172

New York State Library, Albany.
Institution Libraries Statistics; 1985-86, 1986-87.
54p. 1mf. L1 ED 303 168
Library Service to the People of New York State. A Long-Range Program, October 1, 1988-September 30, 1993, for the Improvement of Library Services Utilizing Local, State, and Federal Resources.
50p. 1mf. L1 ED 303 169
LSCA Program Purposes: Needs and Intended Actions. Supplement 1 to Library Service to the People of New York State, October 1, 1988 through September 30, 1993.
26p. 1mf. L1 ED 303 170
Policy Guidelines on the Administration of LSCA Funds, 1988-89. Supplement 2 to "Library Service to the People of New York State, October 1, 1988 through September 30, 1993."
20p. 1mf. L1 ED 303 171

New York State Office of Mental Retardation and Developmental Disabilities, Albany. Bureau of Program Research and Planning.
Preschool Puzzle: A Study of Early Intervention Programs and Services.
94p. 1mf. L1 ED 302 991

North Carolina State Dept. of Community Colleges, Raleigh.
Assessment of Knowledge and Skills Needed in Selected Engineering Technician Fields: Mechanical/Manufacturing/Industrial.
137p. 2mf. L1 ED 302 627
Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System.
38p. 1mf. L1 ED 303 202
North Carolina Vocational Education Performance Report. Program Year 1987-88.
104p. 2mf. L1 ED 302 728

North Carolina State Dept. of Community Colleges, Raleigh. Div. of Planning and Research Services.
Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1987-88. Volume 23.
123p. 2mf. L1 ED 303 206

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Guidelines for Testing Exceptional Students.
37p. 1mf. L1 ED 303 025

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Arts Education.
Spotlight on Arts Education. Volume 3, Spring, 1988.
39p. 1mf. L1 ED 303 400

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Communication Skills.
State-Adopted Basic Textbooks for Grammar/Composition, Grades 9-12; Writing, Grades 9-12; World Literature, Grade 10. Annotations.
32p. 1mf. L1 ED 302 847

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Media Programs.
Media Coordinator Performance Appraisal Instrument. Workshop Participant's Manual.
62p. 1mf. L1 ED 303 145

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Planning.
Cleveland County: A Special Report 1988.
68p. 1mf. L1 ED 303 293

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.
Chapter 1 in North Carolina, 1986-1987.
36p. 1mf. L1 ED 303 537

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Vocational Education Home Economics Education Teacher Handbook Grades 7-12. North Carolina Competency-Based Curriculum.
491p. 6mf. L1 ED 302 737

North Carolina State Dept. of Public Instruction, Raleigh. Research and Testing Services.
Guidelines for Testing Exceptional Students.
37p. 1mf. L1 ED 303 025

North Dakota State Board of Higher Education, Bismarck.
Study of Transfer Students at Public Institutions of Higher Education in North Dakota.
44p. 1mf. L1 ED 303 114
What New Students Are Thinking. A Survey of the 1988 North Dakota Scholars Program Candidates.
44p. 1mf. L1 ED 303 115

North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.
Legal Liability of Children and Parents in North Dakota.
47p. 1mf. L1 ED 303 235

North Dakota Univ., Grand Forks. Bureau of Educational Services and Applied Research.
Study of Transfer Students at Public Institutions of Higher Education in North Dakota.
44p. 1mf. L1 ED 303 114

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Density: A Definition, a Concept, or Both?
9p. 1mf. L1 ED 303 336

North Kingstown Public Schools, R.I.
SWAS: School within a School. A Middle Level Dropout Intervention Program.
10p. 1mf. L1 ED 302 919

North Texas State Univ., Denton.
Construct Validation Study on the Behavior Dimensions Rating Scale for Use in Juvenile Correctional Facilities. A Research Report.
33p. 1mf. L1 ED 302 981
Re-Examination of the Behavioral Categories of Seven Behavior Rating Instruments: A Conceptual Analysis. A Final Research Report.
95p. 1mf. L1 ED 302 980

Northern Arizona Univ., Flagstaff. Center for Vocational Education.
Secondary Vocational Training in Technologically Intensive Industries in Arizona: New Directions in Rural Education.
45p. 1mf. L1 ED 302 641

Northwest Evaluation Association, Oreg.
Developing Quality Science Programs. A Staff Development Project for the Improvement of Curriculum, Instruction, Assessment. Science Curriculum and Assessment Project, Northwest Evaluation Association.
26p. 1mf. L1 ED 303 341

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
Curriculum-Referenced Test Development Workshop Series: Workshops One through Three.
80p. 1mf. L1 ED 303 486

Northwest Regional Educational Lab., Portland, OR. Computer Technology Program.
Planning for Computers in Education: A Resource Handbook. Revised.
166p. 2mf. L1 ED 303 142

Northwest Regional Educational Lab., Portland, Oreg.
Teacher Training in Assessment.
27p. 1mf. L1 ED 303 439

OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Annual Review of OCLC Research, June 1987-June 1988.
89p. 1mf. L2 ED 303 163
Guide to Special Collections in the OCLC Database.
120p. 2mf. L1 ED 303 164

Office of Educational Research and Improvement (ED), Washington, D.C.
Promoting Access: The Role of Organization and Awareness Factors. Elementary Subjects Center Series No. 1.
94p. 1mf. L1 ED 303 271

Office of Educational Research and Improvement (ED), Washington, DC.
"An Experiment Is When You Try It and See if It Works": A Study of Junior High School Students' Understanding of the Construction of Scientific Knowledge.
37p. 1mf. L1 ED 303 366
Administrative Challenges in Early Intervention.
25p. 1mf. L1 ED 302 965
Adolescent Responsibility, Parent-Child Relations, and School Performance.
34p. 1mf. L1 ED 303 253
Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools.
138p. 2mf. L1 ED 303 535
Can Models Foster Conceptual Change? The Case of Heat and Temperature. Technical Report.
158p. 2mf. L1 ED 303 365
Change in Public Education: A Technological Perspective. Trends & Issues, Series Number 1.
32p. 1mf. L1 ED 302 940
Children's Writing in ESL. ERIC Digest.
3p. 1mf. L1 ED 303 046
Choosing a School for Your Child.
44p. 1mf. L1 ED 302 872
Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
15p. 1mf. L1 ED 302 821
Collaborative Research Goes to School: Guided Inquiry with Computers in Classrooms. Technical Report.
80p. 1mf. L1 ED 303 364
Computer Networking for Collegial Exchange among Teachers: A Summary of Findings and Recommendations. Technical Report.
14p. 1mf. L1 ED 303 374
Conceptualizing Teacher Engagement.
46p. 1mf. L1 ED 303 437
Context and the Development of Metaphor Comprehension. Technical Report No. 444.
16p. 1mf. L1 ED 302 824
Curriculum-Referenced Test Development Workshop Series: Workshops One through Three.
80p. 1mf. L1 ED 303 486
Defining the Infancy Specialization in Early Childhood Special Education.
17p. 1mf. L1 ED 302 970
Differentiation of Heat and Temperature: An Evaluation of the Effect of Microcomputer Models on Students' Misconceptions.
55p. 1mf. L1 ED 303 367
Directory of Organizations in Educational Management. Eighth Edition.
51p. 1mf. L1 ED 302 941
Early Childhood Special Education: Birth to Three.
262p. 3mf. L1 ED 302 964
Early Intervention Public Policy: Past, Present, and Future.
17p. 1mf. L1 ED 302 973
Early Intervention Team Approaches: The Transdisciplinary Model.
21p. 1mf. L1 ED 302 971
Education and the Transformation of Markets and Technology in the Textile Industry. Technical Paper No. 2.
70p. 1mf. L1 ED 302 688
Educational Technology Center Fifth Year Report.
134p. 2mf. L1 ED 303 373
ESL in Special Education. ERIC Digest.
3p. 1mf. L1 ED 303 044
ESL Program Administration in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 303 045
Exploring the Effects of Ability-To-Pay on Persistence in College. ASHE 1988 Annual Meeting Paper.
42p. 1mf. L1 ED 303 096
Extending Technological Innovations in Schools: Three Case Studies and Analysis. Technical Report.
54p. 1mf. L1 ED 303 372
Facilitating Teacher Engagement.
49p. 1mf. L1 ED 303 438
From Present to Future: Beyond "Becoming a Nation of Readers." Technical Report No. 443.
22p. 1mf. L1 ED 302 823
From Recitation to Construction: Teachers Change with New Technologies. Technical Report.
27p. 1mf. L1 ED 303 371
High School Order and Academic Achievement.
43p. 1mf. L1 ED 303 434
Institutional Projects Funded by OERI. Revised April 1988.
79p. 1mf. L1 ED 303 159
Instruction and the Effects of Schooling.
38p. 1mf. L1 ED 303 435
Language Policy and Planning. ERIC Digest.
48p. 1mf. L1 ED 303 051
Learning To Read in Japan. Technical Report No. 449.
25p. 1mf. L1 ED 302 828
Linking Screening, Identification, and Assessment with Curriculum.
39p. 1mf. L1 ED 302 966
Metaphors for Understanding Graphs: What You See Is What You See.
30p. 1mf. L1 ED 303 369
Model Programs for Infants and Toddlers with Handicaps.
43p. 1mf. L1 ED 302 967
Morphological Families in the Internal Lexicon. Technical Report No. 450.
36p. 1mf. L1 ED 302 829
Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820
New Technology and Skill Formation: Issues and Hypotheses. Technical Paper No. 1.
33p. 1mf. L1 ED 302 687
Online Information Services for Secondary School Students: A Current Assessment. ERIC Digest.
3p. 1mf. L1 ED 303 175
Optical Disk Formats: A Briefing. ERIC Digest.
3p. 1mf. L1 ED 303 176
Organizational Context of Higher Order Thinking.
39p. 1mf. L1 ED 303 436
Parent Involvement in Early Childhood Special Education.
21p. 1mf. L1 ED 302 968
Policy Analysis for School Districts. ERIC Digest Series Number EA30.
4p. 1mf. L1 ED 302 899
Posing Problems: One Aspect of Bringing Inquiry into Classrooms. Draft.
42p. 1mf. L1 ED 303 368
Preparing for Change: The Implementation of Public Law 99-457.
13p. 1mf. L1 ED 302 974
Preschool Children's Reading and Writing Awareness. Technical Report No. 442.
23p. 1mf. L1 ED 302 822
Program Evaluation: The Key to Quality Programming.
31p. 1mf. L1 ED 302 972
Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report.
200p. 3mf. L1 ED 303 375
Reading Comprehension Research: A Selected Review. Technical Report No. 448.
30p. 1mf. L1 ED 302 827
Resolving Access/Quality Tensions: Minority Participation and Achievement in Higher Education. ASHE 1988 Annual Meeting Paper.
33p. 1mf. L1 ED 303 076
Resources in Education (RIE). Volume 24, Number 6.
p. mf. L2 ED 302 624
School District Management Audit. ERIC Digest Series Number EA31.
4p. 1mf. L1 ED 302 900
Sources of Workers' Subcultures in Organization: A Case Study of a Public School Faculty.
26p. 1mf. L1 ED 303 433
Staffing Patterns and Team Models in Infancy Programs.
19p. 1mf. L1 ED 302 969
State-Initiated Top-Down versus Bottom-Up Reform in Secondary Schools.
50p. 1mf. L1 ED 303 432
Talking about Teaching, by Writing: The Use of Computer-Based Conferencing for Collegial Exchange among Teachers. Technical Report.
116p. 2mf. L1 ED 303 363
Teacher Education and Learning To Teach: A Research Agenda. Issue Paper 88-7.
24p. 1mf. L1 ED 303 426
Teacher Training in Assessment.
27p. 1mf. L1 ED 303 439
Teaching That Connects Students' Inquiry with Curricular Agendas in Schools. Technical Report.
32p. 1mf. L1 ED 303 370
Technology Options for Libraries. ERIC Digest.
3p. 1mf. L1 ED 303 177
Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29.
4p. 1mf. L1 ED 302 898
Verbal Reports of Thinking and Multiple-Choice Critical Thinking Test Design. Technical Report No. 447.
33p. 1mf. L1 ED 302 826
Verbal Reports of Thinking as Data for Validating Multiple-Choice Tests. Technical Report No. 445.
22p. 1mf. L1 ED 302 825
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6.
56p. 1mf. L1 ED 302 686

Office of Mayor, Washington, DC.
Urgent Challenge: Educational Excellence for All. Final Report of the Mayor's Advisory Commission on Postsecondary Education.
89p. 1mf. L1 ED 303 063

Office of Naval Research, Arlington, Va.
Cognitive Flexibility Theory: Advanced Knowledge Acquisition in Ill-Structured Domains. Technical Report No. 441.
15p. 1mf. L1 ED 302 821
Nature of Conceptual Understanding in Biomedicine: The Deep Structure of Complex Ideas and the Development of Misconceptions. Technical Report No. 440.
53p. 1mf. L1 ED 302 820

Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Interdependencies of Theory Formation, Revision, and Experimentation.
26p. 1mf. L1 ED 303 524

Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Modeling Item Responses When Different Subjects Employ Different Solution Strategies.
58p. 1mf. L1 ED 303 474

Office of Special Education and Rehabilitation Services (ED), Washington, DC. Clearinghouse on the Handicapped.
Summary of Existing Legislation Affecting Persons with Disabilities.
207p. 3mf. L1 ED 302 996

Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Final Report.
102p. 2mf. L1 ED 303 006
Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Manual for Best Practices and Procedures.
25p. 1mf. L1 ED 303 005
Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth.
73p. 1mf. L1 ED 303 019
Project Directors' Annual Meeting Conference Proceedings (3rd, Washington, D.C., December 10-11, 1987).
134p. 2mf. L1 ED 303 003

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
Patterns in Special Education Service Delivery and Cost.
249p. 3mf. L1 ED 303 027

Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
Exemplary Adult Education Programs. Highlights of Secretary's Award Program Finalists 1988.
51p. 1mf. L1 ED 302 684

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
Managing Sexual Harassment.
45p. 1mf. L1 ED 302 634
Owning and Operating a Business.
47p. 1mf. L1 ED 302 635
Planning and Managing Personal Finances.
47p. 1mf. L1 ED 302 636

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Power Pacs for Teaching Home Economics Related Science and Math.
643p. 7mf. L1 ED 302 718

Ohio State Univ., Columbus. Dept. of Educational Services and Research.
Early Intervention for Infants with Deaf-Blindness.
53p. 1mf. L1 ED 302 986

Ohio State Univ., Columbus. Instructional Materials Lab.
Managing Sexual Harassment.
45p. 1mf. L1 ED 302 634
Owning and Operating a Business.
47p. 1mf. L1 ED 302 635
Planning and Managing Personal Finances.
47p. 1mf. L1 ED 302 636

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Assessing the Institutional Effectiveness of Community and Technical Colleges.
67p. 1mf. L1 ED 303 193
Direct Students in Instructing Other Students. Second Edition. Module C-4 of Category C--Instructional Execution. Professional Teacher Education Module Series.
28p. 1mf. L1 ED 302 689
Directory of Counselor Education Courses Covering Career, Occupational and Labor Market Information Concepts.
479p. 5mf. L1 ED 302 648
Employ the Team Teaching Approach. Second Edition. Module C-19 of Category C--Instructional Execution. Professional Teacher Education Module Series.
32p. 1mf. L1 ED 302 649
Implementation Guide...for Performance-Based Teacher Education & Competency-Based Staff Development. Second Edition. Professional Teacher Education Module Series.
88p. 1mf. L1 ED 302 651
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Conference (5th, Cincinnati, Ohio, March 18-19, 1988).
242p. 3mf. L1 ED 302 660
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986).
244p. 3mf. L1 ED 302 659
Prepare for Students' Related Instruction. Second Edition. Module J-9 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.
40p. 1mf. L1 ED 302 650
Study of the Vocational Assessment Process as Applied to Vocational Education. Final Report.
78p. 1mf. L1 ED 302 640

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Aviation Maintenance Technology. Airframe. A204. Aircraft Welding. Instructor Material.
342p. 4mf. L1 ED 302 632
Aviation Maintenance Technology. Airframe. A203. Aircraft Fabric Covering, Painting, and Finishing. Instructor Material.
158p. 2mf. L1 ED 302 631
Aviation Maintenance Technology. Airframe. A201. Airframe Structures and Non-Metallic Structural Repairs. Instructor Material.
377p. 4mf. L1 ED 302 630

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Fractions. Mathematics Series: Principles, Concepts and Applications.
198p. 3mf. L1 ED 303 348
Measurements. Mathematics Series: Principles, Concepts and Applications.
129p. 2mf. L1 ED 303 349

Ontario Ministry of Skill Development, Toronto.
Evaluation Manual for Community-Based Training Programs.
392p. 5mf. L1 ED 303 190
Sheet Metal Worker: A Training Profile.
135p. 2mf. L1 ED 302 626

Oregon Council for the Social Studies, Salem.
Shaping Oregon's Social Studies: A Recommended Scope and Sequence for Oregon Schools.
40p. 1mf. L1 ED 303 404

Organisation for Economic Cooperation and Development, Paris (France).
CERI's 20th Anniversary: A Special Supplement. Innovation in Education: News from the OECD-Paris, No. 51.
9p. 1mf. L2 ED 302 956
Changing Patterns of Finance in Higher Education. Country Study: Denmark. OECD Educational Monographs.
37p. 1mf. L2 ED 303 105
Changing Patterns of Finance in Higher Education. Country Study: Japan. OECD Educational Monographs.
85p. 1mf. L2 ED 303 104
New Technologies in the 1990s: A Socio-Economic Strategy. Conclusions and Recommendations of a Group of Experts on the Social Aspects of New Technologies.
24p. 1mf. L2 ED 303 140

Orleans Parish School Board, New Orleans, La.
Educating Black Male Youth: A Moral and Civic Imperative. An Introspective Look at Black Male Students in the New Orleans Public Schools.
57p. 1mf. L1 ED 303 546

Otago Univ., Wellington (New Zealand). Education Dept.
Three's Company? An Evaluation of the Effect of a Third Teacher in Selected Kindergartens. Abridged Version of Report.
32p. 1mf. L1 ED 303 233

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PVCC New Student Profile, Fall Semester 1988. Research Report Number 2-89.
23p. 1mf. L1 ED 303 229

Pittsburg State Univ., Kans.
Development Achievements at Pittsburg State University for Fiscal Year 1988.
253p. 3mf. L1 ED 303 129

Pontificia Univ. Catolica de Sao Paulo (Brazil).
Teaching Critical Reading through Set Theory. Working Paper No. 20.
31p. 1mf. L1 ED 302 832

Population Reference Bureau, Inc., Washington, D.C.
Losing Count: The Federal Statistical System. Population Trends and Public Policy Occasional Paper Number 16.
21p. 1mf. L1 ED 303 406

Portland Public Schools, OR. Dept. of Research, Evaluation, and Testing.
Elementary School Achievement Profiles. Portland Public Schools. A School-by-School Report of Basic Skills Test Results and School/Student/Staff Data: School Year 1986-87.
188p. 2mf. L1 ED 303 469

Portland State Univ., Oreg. Dept. of Special Education.
Numbers that Spell Success: Transitions to Work and Leisure Roles for Mildly Handicapped Youth.
73p. 1mf. L1 ED 303 019

Public/Private Ventures, Philadelphia, PA.
Partners in Growth: Elder Mentors and At-Risk Youth.
95p. 1mf. L2 ED 303 561

Rancho Santiago Community Coll., Santa Ana, Calif.
Criteria and Measures of Institutional Effectiveness.
28p. 1mf. L1 ED 303 191

Research for Better Schools, Inc., Philadelphia, Pa.
Building Commitment among Students and Teachers: An Exploratory Study of Ten Urban High Schools.
138p. 2mf. L1 ED 303 535

Riverside Community Coll., CA.
Energizing an Institution for Excellence.
11p. 1mf. L1 ED 303 194

Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
Connections: Vocational Rehabilitation Training Package for Transition to College Trainers Manual .
102p. 2mf. L1 ED 302 995

Rough Rock Demonstration School, AZ. Navajo Curriculum Center.
Hozhooji Hane' = Blessingway. First Edition.
111p. 2mf. L1 ED 303 279

Royal Commission on Social Policy, Wellington (New Zealand).
Towards a Fair and Just Society.
62p. 1mf. L1 ED 303 234

Russell Sage Foundation, New York, N.Y.
Assessing the Impact of Planned Social Change. Occasional Paper Series, #8.
74p. 1mf. L1 ED 303 512

San Diego Community Coll. District, CA. Research and Planning.
Growth and the Enrollment Process, Fall 1988.
93p. 1mf. L1 ED 303 200

San Diego County Dept. of Social Services, CA.
Family Day Care Training Curriculum (Lao).
199p. 3mf. L1 ED 303 246
Family Day Care Training Curriculum.
132p. 2mf. L1 ED 303 244
Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese).
123p. 2mf. L1 ED 303 245
Southeast Asian Family Day Care Resource Manual.
72p. 1mf. L1 ED 303 247

San Jose Unified School District, Calif.
Administrator Training Program. A Model of Educational Leadership.
16p. 1mf. L1 ED 302 882

San Jose/Evergreen Community Coll. District, San Jose, CA.
Prerequisites and Success in History Courses in the San Jose/Evergreen Community College District. Institutional Research Report Number 74.
53p. 1mf. L1 ED 303 219

San Juan Coll., Farmington, NM.
Community College-High School Connection. Articulated Programs at San Juan College.
40p. 1mf. L1 ED 302 643

Scottish Council for Research in Education.
Academic Staff Secondment and Exchange between Colleges of Education and Schools.
87p. 1mf. L2 ED 303 300
Achievement, Assessment and Reporting. Selected Essays. SCRE Publication No. 97.
70p. 1mf. L2 ED 303 470
Student-Teachers Learning from Experienced Teachers.
65p. 1mf. L2 ED 303 301

Scottish Education Dept., Edinburgh.
Student-Teachers Learning from Experienced Teachers.
65p. 1mf. L2 ED 303 301

Sigma XI, The Scientific Research Society.
University Policies and Ethical Issues in Graduate Research and Education. Results of a Survey of Graduate School Deans. ASHE 1988 Annual Meeting Paper.
77p. 1mf. L1 ED 303 100

Small Business Administration, Washington, D.C.
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Symposium (3rd, Framingham, Massachusetts, May 29-30, 1986).
244p. 3mf. L1 ED 302 659
Keys to the Future of American Business. Proceedings of the Creativity, Innovation and Entrepreneurship Conference (5th, Cincinnati, Ohio, March 18-19, 1988).
242p. 3mf. L1 ED 302 660

Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Promoting Changes in Children's Predictive Rules about Natural Phenomena: The Role of Computer-Based Modelling Strategies. Technical Report.
200p. 3mf. L1 ED 303 375
University Context and Strategy Making. ASHE 1988 Annual Meeting Paper.
36p. 1mf. L1 ED 303 092
Verbal Reports of Thinking and Multiple-Choice Critical Thinking Test Design. Technical Report No. 447.
33p. 1mf. L1 ED 302 826
Verbal Reports of Thinking as Data for Validating Multiple-Choice Tests. Technical Report No. 445.
22p. 1mf. L1 ED 302 825

South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.
Business/Education Partnerships in South Carolina. Model Projects.
41p. 1mf. L1 ED 302 637
Public Involvement Programs. Statewide Survey Data.
76p. 1mf. L1 ED 302 638

South Carolina State Dept. of Parks, Recreation, and Tourism, Columbia. Div. of Engineering and Planning.
Access Guide to South Carolina State Parks for People with Special Needs.
49p. 1mf. L1 ED 302 983
Design Guidelines: Study of Handicapped Accessibility in South Carolina State Parks.
131p. 2mf. L1 ED 302 984

South Mountain Community Coll., Phoenix, AZ.
Analyzing Marketing Strategies Designed To Increase Minority Student Enrollment at Selected Urban Community Colleges.
34p. 1mf. L1 ED 303 205

Southport Inst. for Policy Analysis, Inc., CT.
Adult Literacy Research and Development: An Agenda for Action. Background Paper Prepared for Project on Adult Literacy.
51p. 1mf. L1 ED 302 676
Jump Start. The Federal Role in Adult Literacy. Final Report of the Project on Adult Literacy.
47p. 1mf. L1 ED 302 675
Professionalization of the Adult Literacy Workforce. Background Paper Prepared for Project on Adult Literacy.
35p. 1mf. L1 ED 302 680
Providing Adult Basic Education Services to Adults with Limited English Proficiency. Background Paper Prepared for Project on Adult Literacy.
48p. 1mf. L1 ED 302 677
Redefined Federal Role in Adult Literacy: Integrated Policies, Programs, and Procedures. Background Paper Prepared for Project on Adult Literacy.
84p. 1mf. L1 ED 302 682
Retooling the American Workforce: The Role of Technology in Improving Adult Literacy during the 1990s. Background Paper Prepared for Project on Adult Literacy.
79p. 1mf. L1 ED 302 681
State Role in Adult Literacy Policy. Background Paper Prepared for Project on Adult Literacy.
54p. 1mf. L1 ED 302 678
Toward the Vision of a Literate Society. Background Paper Prepared for Project on Adult Literacy.
51p. 1mf. L1 ED 302 679

Special Education Programs (ED/OSERS), Washington, DC.
Annotated Bibliography on Transition from School to Work. Volume 3.
284p. 3mf. L1 ED 303 026
CREATE: Center for Research and Evaluation in the Application of Technology to Education. Second Annual Report.
45p. 1mf. L1 ED 303 018
Partner Project. Final Report.
144p. 2mf. L1 ED 302 977

Special Education Programs (ED/OSERS), Washington, DC. Research Projects Branch.
Georgia Psychoeducational Network Research Consortium. Final Report.
75p. 1mf. L1 ED 302 978

Spencer Foundation, Chicago, Ill.
Guilty Governments: The Problem of Inadequate Educational Funding in Illinois and Other States. MacArthur/Spencer Series Number 8.
38p. 1mf. L1 ED 302 889
Wage Structures and Labor Turnover in the U.S. and in Japan. Occasional Paper No. 6.
56p. 1mf. L1 ED 302 686

State Research Associates, Lexington, KY.
Education Reform in Rural Appalachia, 1982-1987.
200p. 3mf. L1 ED 303 287

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Age Group and Sex of Students. Fall 1987. Report No. 8-88.
637p. 7mf. L1 ED 303 116
Trends in Tuition and Other Basic Student Charges 1963-64 through 1988-89, with Typical Student Costs 1980-81 through 1988-89. Report Number 19-88A.
[illegible]58p. 2mf. L1 ED 303 132

State Univ. of New York, Buffalo. School of Information and Library Studies.
Study of the Design and Testing of Values To Be Derived in the Training of Librarians through a Systematic Data Gathering Project on Graduates of a Program in Education for Librarianship.
44p. 1mf. L1 ED 303 160

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1987-88.
150p. 2mf. L1 ED 302 734

Summer Inst. of Linguistics, Dallas, Tex.
Aspects of Western Subanon Formal Speech. Publications in Linguistics. Publication Number 81.
209p. 3mf. L1 ED 303 038

Surrey Univ. (England). Dept. of Educational Studies.
Progression into Engineering. Building Bridges between Education, Training and Employment.
190p. 2mf. L1 ED 302 663
Progression into Engineering. Building Bridges between Education, Training and Employment.
36p. 1mf. L1 ED 302 662

Syracuse Univ., N.Y. School of Education.
New York State Mentor Teacher-Internship Program for 1986-1987. A Report to the State Education Department.
206p. 3mf. L1 ED 303 421

Technical Foundation of America, Lansing, IL.
Technology: A National Imperative.
30p. 1mf. L2 ED 302 665

Tennessee State Dept. of Education, Nashville.
Report of the Tennessee Task Force on the Supply of Minority Teachers.
11p. 1mf. L1 ED 303 458

Tennessee Technological Univ., Cookeville. Center for Techer Education Evaluation.
Teacher Attitudes toward Their Preparation Program and Their Profession.
35p. 1mf. L1 ED 303 457

Tennessee Technological Univ., Cookeville. Rural Education Research and Service Consortium.
Strategies and Effectiveness of Rural Schools/University Collaborations.
68p. 1mf. L1 ED 303 299

Tennessee Univ., Chattanooga. Center of Excellence for Computer Applications.
Summary of Computer Usage and Inventory of Computer Utilization in Curriculum. FY 1987-88.
55p. 1mf. L1 ED 303 161

Texas State Dept. of Human Services, Austin. Office of Strategic Management, Research, and Development.
Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1988. October 1987 through September 1988.
187p. 2mf. L1 ED 303 262

Texas Univ., Arlington.
Aspects of Western Subanon Formal Speech. Publications in Linguistics. Publication Number 81.
209p. 3mf. L1 ED 303 038

Texas Univ., Austin. Measurement and Evaluation Center.
Summary of Credit by Examination at the University of Texas at Austin 1986-1987.
22p. 1mf. L1 ED 303 058
Validity Study of U.T. Austin Test for Use in Credit by Examination in Introduction to Electronic Data Processing (DPA 310), Fall 1987.
19p. 1mf. L1 ED 303 472

Times Mirror Foundation, Los Angeles, CA.
Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States.
79p. 1mf. L2 ED 303 567
Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568

Tomas Rivera Center, Claremont, CA.
Sharpening the Issues and Shaping the Policies: The Role of the New Information Media and Technology within the U.S. Hispanic Community. Revised Version.
25p. 1mf. L2 ED 303 157

Umea Univ. (Sweden). Dept. of Political Science.
Study Assistance in Ten European Countries: Overview and Conceptual Framework.
86p. 1mf. L1 ED 303 053

Union of Pan Asian Communities, San Diego, Calif.
Family Day Care Training Curriculum (Lao).
199p. 3mf. L1 ED 303 246
Family Day Care Training Curriculum.
132p. 2mf. L1 ED 303 244
Khoa Trinh Huan Luyen Giu Tre Ban Ngay Tai Gia (Family Day Care Training Curriculum--Vietnamese).
123p. 2mf. L1 ED 303 245
Southeast Asian Family Day Care Resource Manual.
72p. 1mf. L1 ED 303 247

United Nations Centre for Regional Development, Nagoya (Japan).
Information Systems for Government and Business: Trends, Issues, Challenges. Proceedings of the Kawasaki International Seminar on the Information Systems Challenge for Government and Business (2nd, Kawasaki City, Japan, July 21-24, 1987).
592p. 7mf. L2 ED 303 178

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Cost-Effectiveness of Training Modalities in Population Education. Population Education Programme Service Manual.
83p. 1mf. L2 ED 303 388

United Nations, New York, NY. Population Div.

Adolescent Reproductive Behaviour: An Annotated Bibliography.
291p. 4mf. L1 ED 302 771

United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.

Open Doors: 1987/88. Report on International Educational Exchange.
189p. 2mf. L1 ED 303 117

United Way of Michigan, Lansing.

Reaching and Involving Black Parents of Handicapped Children in Their Child's Education Program. Final Report. Minority Outreach Project.
24p. 1mf. L1 ED 302 982

University Council for Educational Administration.

Assessment Center Methods in Educational Administration: Past, Present, and Future. UCEA Monograph Series.
50p. 1mf. L1 ED 302 952

Bibliography on the Assessment Center Method and Education Administration.
130p. 2mf. L1 ED 302 954

Clinical Experiences in Educational Administration: A Selected Bibliography, 1960-1987. A UCEA Resource Document, #1402.
30p. 1mf. L1 ED 302 955

New Directions for Administrator Preparation. UCEA Monograph Series.
95p. 1mf. L1 ED 302 951

Under Scrutiny: The Educational Administration Professoriate.
216p. 3mf. L1 ED 302 953

University of Southern Maine, Portland. Organized Camping Resources Center for Research and Advanced Study.

Economic Impact of Organized Camping in the United States in 1982: An Estimate and Analysis.
62p. 1mf. L2 ED 303 310

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Job-Saving Strategies: Worker Buyouts and QWL.
355p. 4mf. L2 ED 302 729

World Food and Agriculture. Economic Problems and Issues.
148p. 2mf. L2 ED 302 642

Urban Inst., Washington, D.C.

Changing American Family and Public Policy.
263p. mf. L3 ED 303 554

Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States.
79p. 1mf. L2 ED 303 567

Race and Geographical Mobility in the United States, 1940-1980.
32p. 1mf. L2 ED 303 533

Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568

Urban Literacy Network, Minneapolis, MN.

Cooperative Efforts in Urban Literacy: Learnings from the Urban Literacy Network's Grant Projects.
27p. 1mf. L1 ED 302 629

Virginia Commission on the Bicentennial of the United States Constitution, Charlottesville.

Quest for Community in a National Republic: A Bicentennial Reappraisal. Final Report and Keynote Address, Virginia Assembly (Richmond, Virginia, April 8-10, 1988).
41p. 1mf. L2 ED 303 409

Virginia Commonwealth Univ., Richmond.

Library Collections Inventory. Report to the VCU Board of Visitors.
26p. 1mf. L1 ED 303 179

Virginia Commonwealth Univ., Richmond. Rehabilitation Research and Training Center.

Interagency Vendorization: Expanding Supported Employment Services. Fourth Revision.
94p. 1mf. L1 ED 302 992

Virginia Foundation for the Humanities and Public Policy, Charlottesville.

Quest for Community in a National Republic: A Bicentennial Reappraisal. Final Report and Keynote Address, Virginia Assembly (Richmond, Virginia, April 8-10, 1988).
41p. 1mf. L2 ED 303 409

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Legal Office Procedures: Task Analyses. Competency-Based Education. Review Draft.
132p. 2mf. L1 ED 302 670

Virginia State Dept. for the Deaf and Hard of Hearing, Richmond.

Equal Telecommunications Access for Deaf and Hard of Hearing Virginians (TDD/Message Relay Programs). Report to the Governor and the General Assembly of Virginia. House Document No. 9.
58p. 1mf. L1 ED 302 985

Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.

Agricultural Production: Task Analyses. Competency-Based Education.
253p. 3mf. L1 ED 302 668

Agricultural Production: Task Analysis for Livestock Production. Competency-Based Education.
214p. 3mf. L1 ED 302 667

Industrial Arts Instructional Tasks/Competencies for Graphic Communications. Competency-Based Education.
219p. 3mf. L1 ED 302 669

Legal Office Procedures: Task Analyses. Competency-Based Education. Review Draft.
132p. 2mf. L1 ED 302 670

Virginia State Dept. of Education, Richmond. Middle School Service.

Restructuring Education in the Middle Grades.
17p. 1mf. L1 ED 302 921

Virginia State Dept. of Mental Health, Richmond. Mental Retardation and Substance Abuse Services.

Interagency Vendorization: Expanding Supported Employment Services. Fourth Revision.
94p. 1mf. L1 ED 302 992

Study of Self-Concept of Cambodian Children in Two Richmond Public Schools.
34p. 1mf. L1 ED 303 559

Virginia State Dept. of Rehabilitation Services, Richmond.

Interagency Vendorization: Expanding Supported Employment Services. Fourth Revision.
94p. 1mf. L1 ED 302 992

Virginia Univ., Charlottesville. Center for Public Service.

Quest for Community in a National Republic: A Bicentennial Reappraisal. Final Report and Keynote Address, Virginia Assembly (Richmond, Virginia, April 8-10, 1988).
41p. 1mf. L2 ED 303 409

Visalia Unified School District, CA.

Business Education Tests for Selected Office Occupations.
200p. 3mf. L1 ED 302 717

Vocational and Rehabilitation Research Inst., Calgary (Alberta).

Examining Community Employment Programs for Persons with Mental Retardation: A Comparison of Quantitative and Qualitative Research Approaches.
16p. 1mf. L1 ED 302 998

Jean Piaget Archives Bibliography on Mental Retardation.
21p. 1mf. L1 ED 302 997

Vocational Training Council, Wellington (New Zealand).

Education and the Economy. A Vocational Perspective. A Vocational Training Council Discussion Paper Based on a Survey Conducted between July and November 1985.
29p. 1mf. L1 ED 302 673

On-the-Job Training. A Tutor Guide for Training Job Instructors.
331p. 4mf. L1 ED 302 674

Role of Vocational Education in Preparing Young People for Adult Life and Employment. A Discussion Paper.
68p. 1mf. L1 ED 302 671

Training Bibliography.
198p. 3mf. L1 ED 302 672

Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Instructional and Professional Services.

Guide to Working with Minority Language Students in Special Education.
39p. 1mf. L1 ED 302 990

Washington State Board for Community Coll. Education, Olympia.

Study of the Role of Community Colleges in the Achievement of the Bachelor's Degree in Washington State: Results of the Spring 1988 Bachelor's Degree Survey. Operations Report Number 89-1.
37p. 1mf. L1 ED 303 199

Washington Univ., Seattle. Dept. of Special Education.

Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Final Report.
102p. 2mf. L1 ED 303 006

Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped. Manual for Best Practices and Procedures.
25p. 1mf. L1 ED 303 005

Waubonsee Community Coll., Sugar Grove, Ill.

How Does Your Garden Grow? Building Positive Environments for Children.
22p. 1mf. L1 ED 303 276

Weingart Foundation, Los Angeles, CA.

Projected Imbalances between Labor Supply and Labor Demand in the Caribbean Basin: Implications for Future Migration to the United States.
79p. 1mf. L2 ED 303 567

Segregation and Residential Assimilation of Immigrants. program for Research on Immigration Policy.
46p. 1mf. L2 ED 303 568

Wellesley Coll., Mass. Center for Research on Women.

Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182.
34p. 1mf. L2 ED 303 563

Child Care for the Children of Adolescent Parents: Findings from a National Survey and Case Studies. Working Paper No. 184.
74p. 1mf. L2 ED 302 937

Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174.
25p. 1mf. L2 ED 302 936

Western Kentucky Univ., Bowling Green.

Needs Assessment of Hospitality/Tourism Industry in Kentucky.
103p. 2mf. L1 ED 302 652

Western Michigan Univ., Kalamazoo. Evaluation Center.

Assessing the Impact of Planned Social Change. Occasional Paper Series, #8.
74p. 1mf. L1 ED 303 512

Williamsport Area Community Coll., Pa.

Long Range Plan, 1988-1991. Williamsport Area Community College.
26p. 1mf. L1 ED 303 217

Periodic Review Report: April 1984-June 1988.
213p. 3mf. L1 ED 303 218

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Corrections Education Evaluation System Model.
83p. 1mf. L1 ED 303 525

Wisconsin Univ., Madison. Graduate School.

Adolescent Responsibility, Parent-Child Relations, and School Performance.
34p. 1mf. L1 ED 303 253

Women's Bureau (DOL), Washington, D.C.

Changes in the Formation and Structure of Black Families: The Impact on Black Women. Working Paper No. 182.
34p. 1mf. L2 ED 303 563

Women's Educational Equity Act Program (ED), Washington, DC.

Child Care for the Children of Adolescent Parents: Findings from a National Survey and Case Studies. Working Paper No. 184.
74p. 1mf. L2 ED 302 937

Role of Day Care in Serving the Needs of School-Age Parents and Their Children: A Review of the Literature. Working Paper No. 174.
25p. 1mf. L2 ED 302 936

Worldwatch Inst., Washington, D.C.

Action at the Grassroots: Fighting Poverty and Environmental Decline. Worldwatch Paper 88.
75p. 1mf. L2 ED 303 350

Yale Univ., New Haven, Conn.

Play Chinese Games. 1987, Revised.
28p. 1mf. L1 ED 303 415

Yale Univ., New Haven, CT. Council on East Asian Studies.

East Asia: The Yale Outreach Catalogue, 1988.
85p. 1mf. L1 ED 303 414

Yukon Dept. of Education, White Horse.

Annual Report 1984-1985. Yukon Department of Education.
31p. 1mf. L1 ED 303 282

Z. Smith Reynolds Foundation, Sapelo Island, Ga.

Gaining the Competitive Edge: The Challenge to North Carolina's Community Colleges. Report of the Commission on the Future of the North Carolina Community College System.
38p. 1mf. L1 ED 303 202